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ABSTRACT

Four papers are presented in this research report. Cooke and Tannenbaum present the theoretical background, methodology, and results of a study exploring the relation of formal and informal participation to the distribution of control in community colleges. Data, collected from students, faculty, and administrators of five "formally participative" and five "formally non-participative" community colleges, suggest that faculty members and administrators perceived a more equalized distribution of control in the formally participative colleges, but these persons did not report a higher level of control. Cooke and Cardoze focus on distinct domains of decision-making influence (technical and managerial) using data analyses on both the individual and organization levels. It is concluded that formal participation provides only one of many bases for increasing the influence of members. Peterson considers teachers' leadership behaviors as they are affected by the participativeness of the community college as an organization. Tannenbaum and others present data on management styles, institutional standards and procedures, and interpersonal relations collected from questionnaires given to students, faculty, and administrators in 10 colleges. Guidelines for use of the data for problem-solving within participative structures are given. Appendices contain the survey forms. (MB)

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Research on

CONTROL AND PARTICIPATION IN COMMUNITY COLLEGES

1976-1977

A report to the

National Institute of Education

Grant No. NE-G-00-3-0072

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Part I. Control and Participation in Community Colleges (Cooke and Tannenbaum) presents the theoretical background, methodology, and basic results of a study funded by the National Institute of Education. The study was designed to explore the ways in which formal and informal participation are related to the distribution of control in community colleges. Additionally, the study was intended to identify the consequences of control and participation in terms of such variables as college effectiveness and member satisfaction. The theoretical framework underlying this study has grown out of research conducted in business and industrial organizations and suggests that participation may be related to an expansion of organizational control as well as to a less hierarchical distribution of control. To assess the applicability of these theories to educational organizations, data were collected from students, faculty, and administrators in ten community colleges. Five of these colleges were previously identified as formally participative by a group of outside experts and five were identified as formally non-participative. The former colleges are more likely than the latter to have participative decision-making procedures and committees specified in their charters or other governing documents. The data suggest that faculty members and administrators are likely to perceive a somewhat more equalized distribution of control in the formally participative colleges than in the non-participative colleges, but these persons do not report a higher level of control exercised by all of the groups in the former colleges compared to the latter. Formal procedures for participation appear to be related more to increased control exercised by the faculty than by the students. Informal or interpersonal participation, on the other hand, is only moderately related to the

structure of control as perceived by faculty and administrators, although this type of participation is positively associated with student perceptions of their own influence. Control is significantly related to various criteria of organizational effectiveness, but the direction of these relationships varies. These findings are discussed in terms of the unique properties of educational systems and the authenticity (or inauthenticity) which may characterize formally participative structures.

Part II. Formal Participation and Control in Community Colleges (Cooke and Cardoze), a presentation to the American Educational Research Association, focuses on formal participation and goes beyond the theoretical and empirical work presented in Part I in two ways. First, this paper considers distinct domains of decision-making influence (i.e., technical and managerial) and, second, the data analysis focuses on both the individual and organizational level. The organizational level analyses suggest that formal participation is related to increased faculty control over technical (course-related) activities and to a slight decrease in administrators' control over those activities. Formal participation also seems to be related to a somewhat less hierarchical distribution of control over managerial decisions. In general, the findings involving managerial and technical control are consistent with those presented in Part I involving overall control: the relationship between formal participation and the distribution of control is not strong and formal participation is not associated with an expansion of organizational control (i.e., an increase in the technical or managerial control exercised by members at all levels). Individual level analyses indicate that other factors, besides the extensiveness of the participative committee structure, are important in explaining members' perceptions of influence. In particular,

the extent to which committees are viewed as powerful or "authentic" by individual college members is associated with their perceptions of influence. Additionally, the quality of interpersonal relations is related to members' perceptions of influence. It is concluded that formal participation provides only one base for increasing the influence of members, and it should be supplemented or supported by other bases of power.

Part III. Attitudinal and Situational Influences on Community College Teacher Leadership Behavior (Peterson) focuses on participation in the classroom. The theory underlying this paper suggests that teachers' leadership behaviors in the classroom may be affected by such factors as the participativeness of the college as an organization. More specifically, the paper considers college participativeness, student competence, and teacher participative-autocratic attitudes as possible predictors of teacher System 4 (i.e., "participative") leadership behavior. The sample includes 124 teachers from the ten colleges involved in the NIE project, along with the students from one of the classes that was currently being taught by each of these teachers. Correlations assessing the main effects of the three predictors showed that only student competence is directly related to teacher System 4 behavior ($p < .001$). Moderated correlation analysis demonstrated that teacher participative-autocratic attitudes moderated the relationship of both student competence and college participativeness to teacher System 4 behavior. These moderated relationships were assessed by comparing predictor-criterion correlations at each level of the trichotomized attitude moderator using Hays' $\underline{V}$ statistic (Hays, 1963). In both cases, the predictor had a stronger positive relationship to teacher behavior for teachers with participative attitudes than for those with autocratic attitudes ($p < .05$). It was concluded that the System 4

behavior of participative teachers was more strongly influenced by situational variables (such as college participativeness) than was the behavior of autocratic teachers.

Part IV. A Community College Survey Feedback Report (Tannenbaum, Tsuchiyama, Cooke, and Bradford) was prepared for each of the ten colleges that participated in this research project. The reports present the data collected through questionnaires administered to students, faculty, and administrators. Data are presented in the form of averages for each of the three groups surveyed in all ten colleges. (Additionally, each institution was provided with average data for its own students, faculty, and administrators; however, these results for individual colleges are not included in this report.) The Feedback Report therefore includes mean scores for many of the questionnaire items and indices mentioned in the papers in Parts I-III above. The Feedback Report also includes a section on the use of the survey data. Some guidelines are suggested which might assist the colleges in using this data for problem solving and decision making within existing participative structures. Additionally, some theory-based guidelines for establishing "survey-feedback and problem-solving" groups are provided.

Appendix A. Letter to Community College Raters.

Appendix B. Community College Survey, Student Form and Faculty Form.

Part I

Control and Participation in Community Colleges

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Ann Arbor

1976

A report on a research project funded by the National Institute of Education

CONTROL AND PARTICIPATION IN COMMUNITY COLLEGES

Organizations in American society are undergoing change, and educational institutions are no exception. In fact, one source of pressure for change is education itself. Members of the work force are more highly educated today than they were in the past and they now express values and have resources that distinguish them from their predecessors. In schools and colleges, the values and resources of students, faculty and administrators are also changing along with those in the work force as a whole.

Organizations are changing in a number of respects, not least of which is the way they are controlled (Katz & Georgopoulos, 1971). Many organizations are becoming more participative and a good deal of social research has been done in business and industrial organizations in order to better understand and exploit this development. Models of participative management have been formulated (Likert, 1961), measures have been created (Price, 1972), experiments have been performed (Morse & Reimer, 1956), hypotheses have been tested (Tannenbaum, 1968), and techniques of "organizational development" have been devised to train managers and to create structures to fit the participative model (Blake & Mouton, 1964). Not all of this work has been successful in the effort to expand our understanding of participation or to exploit its predicted superiority. But a significant effort has been made, and a substantial body of facts and theories has been accumulated. Furthermore, some of this knowledge has been applied in industry with substantial success (Marrow et al., 1967). Relatively little research comparable to that done in business and industry has been conducted in higher education, however, and little effort has been invested to derive the benefits that such research might yield (Bidwell, 1965; Gross & Grambsch, 1968). This research project, therefore, was initiated to explore the applicability to educational institutions of concepts and hypotheses that have grown out of studies conducted primarily in business and industrial organizations. The major purpose of this paper is to report on findings concerning the relationship between participation (formal and informal) and the perceived structure of control in ten community colleges.

Control in Organizations

Characterizing an organization in terms of its pattern of control is to describe an essential and universal aspect of organization which every member must

face and to which he/she must adjust. Organization implies control. A social organization is an ordered arrangement of individual human interactions. Control processes help circumscribe idiosyncratic behaviors and keep them conformant with the rational plan of the organization. Organizations require a certain amount of comformity as well as the integration of diverse activities. It is the function of control to bring about conformance to organizational requirements and achievement of the goals of the organization. The co-ordination and order created out of the diverse interests and potentially diffuse behaviors of members is largely a function of control. It is at this point that many of the problems of organizational functioning and of individual adjustment arise.

Control is an inevitable correlate of organization. But it is more than this. It is concerned with aspects of social life that are of utmost importance to all persons. It is concerned with questions of choice and freedom, with individual expression, with problems of the common will and the common weal. It is related not only to what goes on within the organization but also with what the organization does in its external relations. It touches on the questions of democracy and autocracy, centralization and decentralization, "flat" and "tall" organizational structures, close versus general supervision, workers' councils and joint management.

The way in which control or influence is distributed among members at various levels is an important issue in most organizations. This issue is particularly salient in educational organizations (Gross & Grambsch, 1968; Baldridge, 1971). The role of faculty in the control of colleges and universities has been an important issue throughout this century. Differences of opinion exist, however, about the ability of faculty members to influence decisions. In the community college, faculty members historically have not had the same concern for control as faculty have had in the four-year college and university--partly because the community college was for some time merely an extension of the public school system. However, as community colleges grew and as the unionization of teachers in the public schools increased, concern also increased among the faculty in community colleges for involvement in the governance of their institutions (Bylsma, 1969). In addition, the student activist movement has demanded that the interests of students be heard and that students be allowed to participate in decisions that affect them (Katz, 1967; Keniston, 1971). Communities, too, have been concerned that their needs be served by the educational institutions they support (Birenbaum, 1968; Aldrich, 1971).

Though certain aspects of the problem of control pervade all types of

organizations--regardless of their goals, functions, and technologies--the issue of control in institutions of higher education is in some respects unique. The proportion of professional staff, for example, is higher than that in most organizations and many members therefore feel privileged about the control they exercize over their own work if not over the organization as a whole. Etzioni (1964) has pointed to the problems inherent in attempting to control the activities of professionals and Georgopoulos (1972) cites the difficulty of exercising control in hospitals over its most influential group, the medical staff. The control issue is further complicated in educational systems because students are simultaneously clients and members of the organization. Students, as members, may have expectations concerning influence which differ from the expectations of faculty and administrators who are more "permanent" members. Because of the conflicting expectations, administrators might find it difficult to adopt leadership styles and to create formal structures that provide members at all levels with the control they desire.

Participation

A good deal of research concerning control has been organized around the concept of participation. Participation refers to a system of control in which all members determine in some degree the decisions of the organization. Different amounts and kinds of participation can be distinguished including formal and informal. Formal participation is a system in which rules explicitly establish decision making structures through which members contribute to decisions. The implicit if not explicit norm underlying these rules is that members should and will contribute to the decisions. Members may participate directly, entering personally into deliberations that lead to binding decisions, or they may participate indirectly through representatives. Furthermore, the participants may exert influence over only one or over several domains of the organization's operations. For example, participation may concern system-wide issues of academic policy, budgeting and allocation of funds, hiring and admissions policies including the implementation of affirmative action. Or, participation may concern the operational details of a department or a classroom.

By informal participation we refer to an interpersonal process in which superiors are receptive to the ideas and suggestions of subordinates and are therefore influenced by subordinates. Such informal participativeness may represent a

recognition of the expertise of subordinates or it may be the result of social pressures for participation. It may also grow out of a commitment to "human relations" approaches, or it may be a natural and spontaneous outgrowth of the values of members. Informal participation often implies leadership that is supportive of subordinates and sensitive to their needs, but such leadership may occur in an otherwise conventional, oligarchic organization. If lower ranking persons have influence in such a system, it may be through their immediate superior--and this influence is usually limited to operational questions of his/her immediate group. While formal participativeness is defined in terms of legally established decision making structures, informal participativeness is defined in terms of style of leadership and sharing by superiors of their authority with subordinates. Formal and informal approaches to participation need not be mutually exclusive in practice, however.

Though different systems of participation may have different effects, participation is assumed to mitigate, if not overcome, some of the problems of conflict and control in organizations. Participation potentially moderates the effects of hierarchy including the sharp differences in the satisfaction and adjustment of persons at different ranks. Many organizational members derive satisfaction from participating in decision making and from exercising control. For example, participation may satisfy individuals' needs for self-determination and independence. It may provide members with certain material or pragmatic rewards; a person who participates can influence decisions and perhaps affect policies in ways that are consistent with his/her own self-interests. Participation can be intrinsically satisfying; e.g., it may involve group meetings where challenging and interesting topics are discussed and important decisions are made.

In sum, advocates argue, with some basis in research, that participation reduces some of the frustrations attached to positions of low rank. It does this by increasing the authority and status of these positions, by broadening the activities of these positions and by leading to decisions that seem less arbitrary and disadvantageous. It adds some of qualities of the managerial role to non-managerial jobs. Participation, to some degree, brings low ranking members into management. Thus, it affects more than their satisfaction; it affects their motivation.

Hierarchy is divisive; it creates resentment, hostility, and opposition. Participation can reduce disaffection and increase the identification of members with the organization. Individuals are more likely to feel some sense of commitment

and responsibility relative to tasks that are brought before them in their capacity as decision makers. Administrators no longer transmit communiques and orders unilaterally from above; the administrator becomes someone to work with rather than against. Participation may also encourage the exchange of feelings and ideas, thus reducing discrepancies in perceptions, ideals and loyalties--discrepancies that exist characteristically between persons of different rank and that may contribute to conflict. Hostility and opposition are replaced by more cooperative attitudes, enhancing the influence that management has in its relations with subordinates. Paradoxically, through participation management can increase its control by giving up some of its authority.

Participation and Control

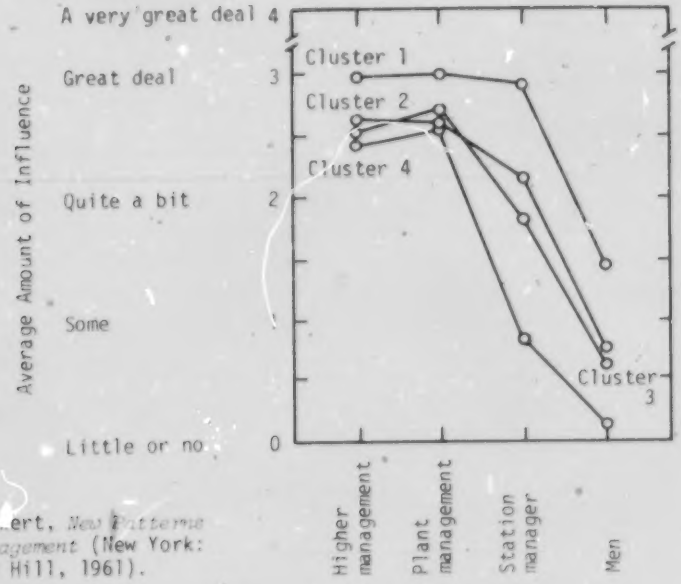
Many of the functional consequences of participation seem to be directly tied to the extent to which participation actually affords lower echelon members control and influence. Mere involvement in decision making, without any real influence, is likely to provide members with few valued outcomes. Additionally, in the absence of influence, participation which is only nominal is likely to frustrate members and lead to resentment and unfulfilled expectations. Research conducted in non-educational organizations has shown, in general, that measures of participation are positively associated with measures of the control exercised by members at lower levels. Little empirical evidence can be cited which supports or disconfirms the predicted relationship between participation and control in educational organizations.

Much of the research conducted in non-educational organizations has focused on the relationship between informal participation and control. The results of this research indicate that there is a positive relationship between the participativeness of managers and the control exercised by organizational members at all levels. This aspect of participation--its capacity to enhance the control exercised by leaders while enhancing that of rank-and-file members--is especially intriguing because it is subtle and has not always been recognized. March and Simon's discussion of "participative management" makes the point explicit:

> . . . where there is participation, alternatives are suggested in a setting that permits the organizational hierarchy to control (at least in part) what is evoked. 'Participative management' can be viewed as a device for permitting management to participate more fully in the making of decisions as well as a means for expanding the influence of lower echelons in the organization (1958, p. 54).

Participation, far from being chaotic, can be a more orderly, integrated and controlled system than the traditional oligarchy. The nature of control and its distribution, however, are different. Control is more mutual rather than exclusively unilateral. Furthermore, it does not operate solely along the formal chain of command. Peers play an important part in exercising control and in maintaining adherence to organization standards that they have helped to establish. The face-to-face group is a vital element in this process. These groups, which might have had an informal existence in opposition to the organization are given formal status within the organization. Supervisors are integrated into the groups, and the groups' power is now exercised on behalf of the organization rather than in opposition to it (Likert, 1961).

This hypothesis relating participativeness to the total amount of control in organizations has received support from a number of studies (Tannenbaum, 1968). Figure 1 illustrates this relationship in 31 geographically separated departments of a large service organization. Each of the departments performs essentially the same work and careful records of productivity are kept by the company.



*R. Likert, *New Patterns of Management* (New York: McGraw Hill, 1961).

Fig. 1. The average amount of influence exercised by different hierarchical levels as seen by the men in different clusters of departments differing in participativeness

Employees in these departments were asked the following question in a paper-and-pencil questionnaire: "In general, how much say or influence do you feel each of the following groups has on what goes on in your department?" Answers were checked on a five-point scale from "little or no influence" to "a very great deal of influence," for the following hierarchical groups: higher management, plant management, the department manager, and the men. The figure shows the average response to the above question for each of several clusters of departments that are distinguished by their level of participativeness. Cluster 1 includes the most participative departments and cluster 4, the least participative. Furthermore, the more participative (and highly controlled departments) are in this case the more productive of the group.

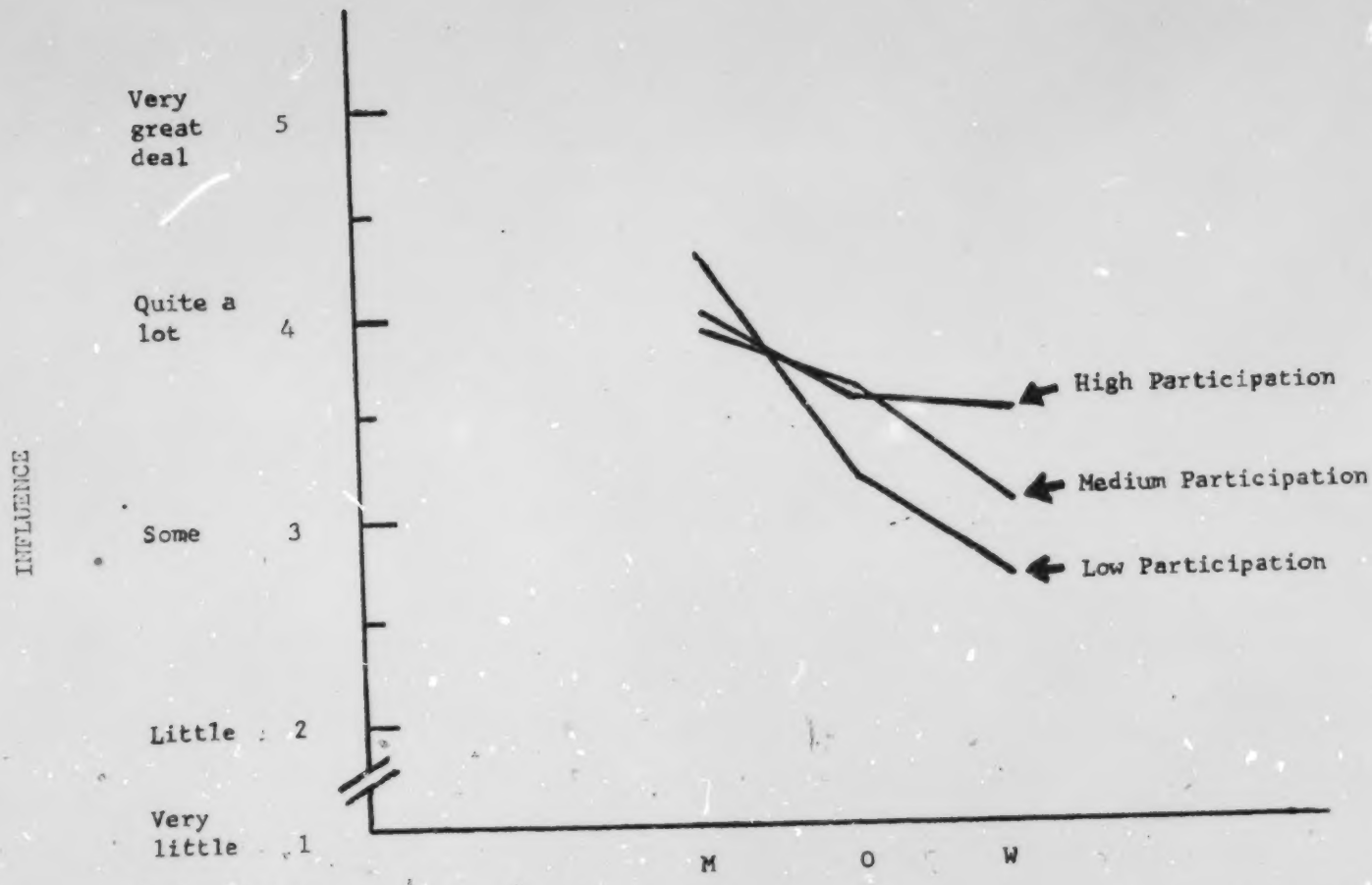
According to an analysis of these departments by Likert (1961), "The high performing managers have actually increased the size of the 'influence pie' by means of the leadership processes which they use. They listen more to their men, are more interested in their men's ideas and have more confidence and trust in their men." These managers are more likely to interact and communicate with their subordinates through group meetings where they welcome opinions and elicit influence attempts. Suggestions which subordinates offer make a difference to the managers, and the subordinates are responsive in turn to their managers' requests. Furthermore, workers are members of cohesive work groups and at the same time mutual attitudes of workers and their managers tend to be favorable. Under these circumstances, influence by workers is not a threat to managers. On the contrary, it is part of a process leading to more effective organizational performance.

In general, previous research has shown that informal participation does not bring about complete equalization of power. The "control graphs" presented in Figure 1 illustrate that a significant discrepancy exists between the control exercised by "higher management" and the "men" even in the most participative cluster of departments. There is, however, some difference in the slope of the control graphs for the different types of departments. The slope of the control graph for the participative departments is less negative (less steep) than that for the non-participative departments. Possibly more important, the total amount of control in the participative departments is greater than that in the non-participative departments. This positive relationship between informal participation and total control is particularly interesting because in a large number of studies, total control has been shown to be related to various criteria of organizational effectiveness and member satisfaction (Tannenbaum & Cooke, forthcoming).

Comparatively little research has focused on the relation between formal participation and the structure of organizational control. A review of the existing research has led Mulder (1971) to criticize the assumption "that participation of the less powerful in decision making processes results in a reduction of differences in power between the more powerful and the less powerful." Nevertheless, certain studies relevant to the issue have suggested that formal system for participation are associated with less hierarchical control distributions. For example, Rosner (1973) investigated ten kibbutz plants representing five industries--plastics, food processing, furniture, metal works, non-ferrous foundaries. Control graph data were collected by means of surveys; information on the formal participativeness of the plants was collected independently of the surveys. The extent to which each plant was formally participative was estimated on the basis of the number of decision making meetings held and the character of decision making in those meetings. On the basis of this information, the ten plants were classified into high participation, medium participation, and low participation groups.

Figure 2 shows the average control curves for each of those three sets of plants. The diagram illustrates that the slope of the control curve is significantly less steep for the high participation plants than for the low participation group. In the high participation group, workers have relatively greater influence and the management has somewhat less influence in contrast to the low participation plants. The increased influence of the workers is, to some extent, associated with a decreased amount of influence exercised by higher level members. Rosner's study suggests that formal participation is directly related to the distribution of control in organizations--the more formally participative the organization, the less steep the control graph. The relationship between formal participation and the total amount of control in these organizations is not strong. Though workers have relatively more influence in the participative versus non-participative organizations, this greater amount of influence is partly offset by the decreased control exercised by higher-level personnel in the participative plants.

An organization development experiment conducted by Coughlan and Cooke (1974) provides further evidence that formal mechanisms for participation can increase the control of members at lower levels. The intervention, a structured and task-oriented organization development strategy for schools, was assessed within the framework of a four group experimental design. The results indicated that the intervention significantly increased the control and influence exercised by faculty members in seven randomly selected schools. At the end of the experimental period, faculty



M Managerial

O Other managerial & supervisory personnel

W Workers as a group

*M. Rosner, "Self- Management in Kibbutz Industry," 1973.

FIGURE 2

The Distribution of Influence in Three Types of Plants *

10

members in the experimental schools perceived themselves to exercise significantly greater control than did teachers in a control group of schools. Interviews with principals suggested that the intervention did not decrease the influence of administrators. In fact, two principals claimed that the intervention enhanced their control.

The limited evidence suggests that formal systems of participation are associated with increased influence at lower-levels. Rules and procedures which prescribe participation apparently provide lower-echelon members with some influence over organizational decisions that they otherwise might not have. However, it is difficult to speculate whether this increased influence of subordinates comes at the expense of managers and administrators. While informal participation seems to increase the influence of members at all levels, it is possible that formal participation redistributes existing control and does not substantially increase the total amount of control in organizations. This assumption is supported by the results of an international study on hierarchy and control in organizations (Tannenbaum et al., 1974). Control in organizations was found to be less hierarchically distributed within those societies which prescribe formal systems of participation; however, the total amount of control in these formally participative organizations was not substantially greater than that in formally non-participative organizations in other countries.

The following sections of this paper focus on the relationship between control and participation in ten community colleges. The formal and informal participativeness of each college was measured by means of various methods, and the distribution of control in the colleges was estimated using the control graph technique. The results suggest that participation and control may be inter-related, but that the relationship between these variables is not a strong one.

Research Design and Procedures

This study was designed primarily to explore the relationship between formal participation and the distribution of control in community colleges. A secondary objective was to investigate the relationship between informal participation and the distribution of control. Additionally, the project was designed to explore the consequences of control and participation in terms of such variables as college effectiveness and member satisfaction.

The sample. Given the scarcity of research on formal participation in organizations, we were particularly interested in selecting colleges which differed significantly in formal participativeness but which were reasonably similar along

a number of other dimensions. The final sample consisted of ten community colleges--five formally participative and five formally non-participative--which were comparable in terms of size, age, state control structure, and programs offered.

Sample selection began with the identification of 59 community colleges in the Middle States and North Central regions. Colleges in certain states within these regions were excluded because of atypical state control structures which might have important implications for the distribution of control within the colleges. The colleges included in this prelimary sample had enrollments of between 1500 and 3200 students, were between 5 and 15 years old, and offered both transfer and terminal (technical) programs. These colleges were predominately "single-campus" institutions.

The extent to which the colleges in this preliminary sample were formally participative was estimated by a group of experts who were knowledgeable about these institutions. These experts--consultants, researchers, community college faculty members and administrators, members of professional associations, and state officials--were asked to rate on a five-point scale the participativeness of each college with which they were familiar. The experts were asked to base their ratings on the extensiveness of the formal structures for participation found in each college, including the committee structure, formal communication system, grievance procedures, etc. A copy of the instructions provided to the raters is included in Appendix A.

Five pairs of colleges were selected on the basis of these ratings. Each pair consisted of a formally participative and formally non-participative organization. Colleges were matched and paired along a number of criteria: size, age, full-time to part-time faculty ratio, and full-time to part-time student ratio. Additionally, colleges were paired on the basis of location and faculty-student ratios, though these criteria were given secondary consideration. The five pairs of colleges did not necessarily represent the most extreme schools along the participativeness scale. In some cases, less extreme schools were selected to provide acceptable matches. Additionally, one of the most participative schools could not be included (it was involved in too many other studies) and the least participative college identified chose not to cooperate due to severe conflicts between faculty and administration.

The Questionnaires

Data from each of the ten colleges were collected by means of self-administered questionnaires. The questionnaires, the Community College Surveys, were patterned after those developed by the Institute for Social Research for studies conducted

in business and industrial organizations (Survey of Organizations, Taylor and Bowers, 1972; Michigan Assessment of Organizations, National Quality of Work Staff, Survey Research Center, 1974; and the Hierarchy in Organizations questionnaire (Tannenbaum et al., 1974 . Additionally, selected items from surveys designed especially for educational systems were modified and incorporated into this instrument (Rossmeier and Jenkins, 1972; Coughlan, Cooke, Mohrman, and Mohrman, 1973; and Baldridge, 1973). Different forms of the Community College Survey were developed for students, faculty members, administrators, and the college Presidents. All four forms were pilot-tested in Washtenaw Community College, Ann Arbor. (The student form is included in Appendix B.)

Questionnaires were administered to approximately three hundred and twenty-five persons in each of the ten colleges. The sample included: (1) all administrators in the instructional hierarchy--president and vice president (or superintendent and assistant superintendent), instructional deans, and department heads--plus all other deans in the college; (2) all full-time faculty and a small percentage of part-time faculty; and (3) approximately 250 students in each college or about ten percent of the total enrolled. Students in fifteen classes in each college were surveyed. A "weighting" procedure was followed in randomly selecting classes from the academic divisions within each college. For example, the probability of selecting a class in a division with 1000 student credit hours was twice the probability of selecting a class in a division with 500 student credit hours. To control for the effects of class size, the only classes (or course sections) sampled were those which included between fifteen and twenty-five officially enrolled students at the beginning of the semester.

Questionnaires were personally administered by members of the Survey Research Center Field Staff. Student surveys were administered, in most cases, during regularly scheduled class sessions. Survey administration took place between March and May of 1974. (The exact date of the data collection was a function of the particular academic calenders of each college--surveys were administered at least two weeks after mid-term and two weeks before final exam week.)

Relatively high response rates were obtained: students--89.9%; faculty--92.1%; and administrators--92.1%. Generally higher response rates were realized in the participative than in the non-participative colleges (see Table I). It is our impression that questionnaire administration was somewhat more difficult and time consuming in the non-participative organizations. (It is noted, however, that the process went exceptionally well and high response rates were obtained in two of the non-participative colleges.) It is possible that these differentiated response rates

could bias the survey results. If it is assumed, however, that the non-respondents were the least satisfied members of the colleges, this response bias would inflate the "favorable" scores obtained for the non-participative group on perceived participation, total control, satisfaction, etc. While this assumption may not be valid, we believe that a response bias in the opposite direction would pose a more serious problem.

Table I

Response Rates: Participative vs. Non-Participative Colleges

	Group	Actual N/Expected N	Response Rate
Participative Colleges	Students	1259/1336	94.2%
	Faculty	335/351	95.4
	Administrators	63/67	94.0
	TOTAL	1657/1754	94.5
Non-Participative Colleges	Students	1171/1391	84.2%
	Faculty	321/361	88.9
	Administrators	76/84	90.5
	TOTAL	1568/1835	84.5

The questionnaire items from the Community College Survey were combined into thirty-three indices (Tannenbaum, Cooke, Tsuchiyama, and Bradford, 1974).* For the purposes of this report, the most important items are those used to construct the control graphs for each college. Respondents were asked to estimate the influence of college members (students, faculty, department heads, deans and the president) on long-range goals, day-to-day administration, and classroom activities. Administrators and faculty members generally agreed, from college to college, on the influence of these groups over each type of decision (but the ratings of students did not in general correlate with those of the other groups). The faculty and administrator responses were therefore combined, on a one person-one-vote basis, to estimate the influence of each groups. As such, the overall control exercised by each group was computed on the basis of the influence ascribed to the group over classroom activities, day-to-day administration, and college goals.

*See Appendix C: Community College Survey: Feedback Report.

Results

Formal Participation and Control

The data suggest that there is some relationship between formal participativeness and the structure of control in the ten colleges studied. Control is somewhat more equally distributed in the formally participative colleges than in those colleges which have few committees and councils. Based on the perceptions of faculty members and administrators, participative governance structures afford the faculty decision making influence which they otherwise might not have. There is little to indicate, however, that these formal structures for participation are significantly related to student control--at least as this control is perceived by students or by faculty and administrators.

Three different measures were used to estimate the formal participativeness of each college. The first estimate was based on the ratings of the experts (the same ratings which were used for the selection of the sample). A second measure of participation was based on the number of governance committees documented and described in the handbooks and manuals provided to the students and faculty in each college. Faculty manuals, course catalogues, student handbooks and similar documents were obtained from each of the ten colleges. These documents were examined to identify and record the name, function, and membership of every committee, senate, council, and advisory group; and the number of such formal decision making bodies in each college was calculated to provide the second measure of formal participation. (Subcommittees of committees were included in these calculations, but subcommittees of subcommittees were not.) Though it was not expected that the committee structure as documented would be precisely consistent with the actual governance system, it seemed that these records would provide a reasonable proxy for formal participativeness. This would be true particularly to the extent that documentation operates to familiarize members with the governance structures and to bring about the effective use of committees.

As shown in Table II, the correlation between the number of documented committees and the expert ratings was significant at about the .01 level. Table III illustrates that the colleges identified by the experts as formally participative have, on the average, more than twice the number of documented committees as those identified as non-participative. Given this convergence, it seemed desirable to combine the expert ratings and the number of documented committees in order to obtain a more reliable overall estimate of formal participativeness. For this purpose, the number of committees was prorated over a range equal to the range of the expert ratings for the ten colleges.

Table II

Formal Participation and Control

	Expert Ratings	Documented Committees	Formal Participativeness	Student Committee Membership	Faculty Committee Membership	Committee Membership ($\bar{x}$ rank)	Slope: President --Student	Slope: President --Faculty	Total Control: President-Student	Total Control: President-Faculty
Expert Ratings	1.00									
Documented Committees	.76	1.00								
Formal Participativeness	.95	.93	1.00							
Student Committee Membership	.29	.16	.25	1.00						
Faculty Committee Membership	.25	.53	.40	-.06	1.00					
Committee Membership ($\bar{x}$ rank)	-.19	-.53	-.36	-.41	-.76	1.00				
Slope: President --Student	.50	.58	.57	-.17	.39	.41	1.00			
Slope: President --Faculty	.66	.73	.73	.32	.58	.75	.78	1.00		
Total Control: President-Student	.06	.12	.09	.45	.24	.68	.48	.66	1.00	
Total Control: President-Faculty	-.07	-.06	-.07	.65	.23	.66	.05	.46	.88	1.00

N = 10; DF = 8

R @ .4500 = .6319 R @ .9900 = .7646

Table III

The Three Measures of Formal Participativeness

College Number	Experts' Ratings of Formal Participativeness	Number of Documented Committees	Committee Membership	
			Student Ave.	Faculty Ave.
1P*	3.55	13	.19	1.5
2P	4.22	28	.22	1.6
3P	4.08	26	.25	1.8
4P	4.21	23	.57	1.4
5P	4.07	36	.27	2.2
1NP**	2.25	17	.29	1.7
2NP	2.86	13	.23	1.9
3NP	2.88	12	.20	0.6
4NP	2.78	4	.34	1.3
5NP	2.79	10	.18	1.7

*P = Formally Participative

**NP = Formally Non-Participative

A third estimate of formal participativeness was obtained through the use of the Community College Survey. Students and faculty members were asked to report the number of committees on which they served. It was uncertain whether the average number of reported committee memberships would correlate with the expert ratings or with the number of documented committees. Low correlations might be obtained, for example, if the non-participative colleges had few but very large committees. Table II shows that neither student nor faculty memberships were significantly correlated with the ratings, documented committees, or the combined measure of formal participativeness. Finally, the colleges were ranked by the number of reported student memberships and faculty memberships and the mean of these ranks was obtained. Though the relationship between this mean rank and the number of documented committees was in the predicted direction, this correlation (.53) was not significant. (Note: The college with the highest number of committee memberships, or highest mean rank, was assigned a score of 10; the college with the lowest mean rank received a score of 1.)

Regardless of the measure of formal participativeness, there seems to be a relationship with the distribution of control in these ten colleges as perceived by faculty and administration. Formal participation--as measured by the expert ratings, the number of documented committees,

the average of these two measures, and the averaged rank of student and faculty committee memberships--is positively related to the slope of the control curve. The slope of the curve is negative, that is, control decreases as one moves down the hierarchy, in each of the colleges studied. This decrease in control, however, is less marked in colleges with formal systems for participation than in those without such systems.

Formal participativeness is negatively and significantly related to the difference in control between the faculty and president. The distribution of control apparently is less hierarchical in the formally participative organizations. The relationship between formal participativeness and the difference in control between the president and students is also negative but the relationship is not significant statistically.

The results presented thus far have been based on data provided by faculty members and administrators. Students' perceptions of control generally were not consistent with the perceptions by the faculty and administration and they were not combined with the data provided by these latter groups. Student data are considered separately in Table IV. The table shows that students' perceptions of control and participation are not correlated with the independent measures of the formal participativeness of their colleges. "Students' perceptions of control" represents students' estimates of their own influence over college goals, administrative decisions, and classroom activities. "Students' perceptions of participation" is based on three survey items regarding participative decision making and the right to appeal decisions* Neither of these measures is significantly associated with the various indicators or formal participativeness. One measure of formal participativeness, student committee memberships, is negatively related to perceptions of control. As students serve on more committees, their perceptions of participation and control decrease--though these relationships do not reach a significant level. In general, the student data are consistent with that provided by the administrators and faculty in that no significant relations between student control and formal participativeness are obtained.

Figure III graphically illustrates the distribution of control in the participative versus non-participative colleges. The solid lines represent the average "actual" control distributions in the five formally participative and five non-participative colleges. The dashed lines represent the "ideal"distributions of control, that is, the distribution of influence which college members feel should exist. Four observations can be made regarding these control curves. First, there

*Note: This measure of perceived participation is based on three questionnaire items and should not be confused with the other measures of participativeness.

Table IV

Formal Participativeness and Control: Students' Perceptions

	Students' Perceptions of (Their Own) Control	Students' Perceptions of (Their Participation
Expert Ratings	.54	.42
Documented Committees	.35	.22
Formal Participativeness	.48	.35
Student Committee Membership	-.47	-.57
Faculty Committee Membership	.21	.23
Committee Membership (mean rank)	.18	.34

N = 10; df = 8
r @ .9500 = .6319
r @ .9900 = .7646

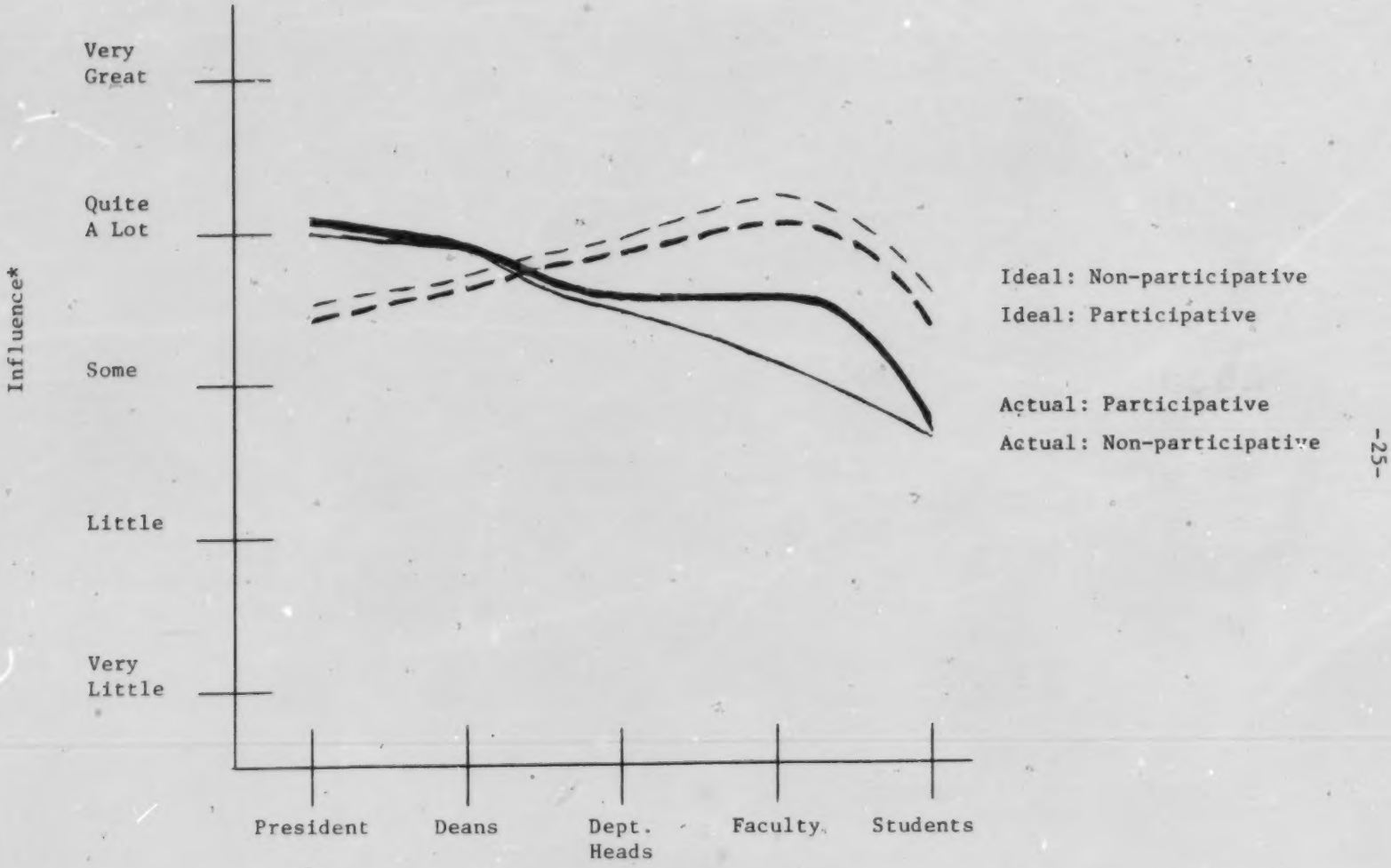
is not a great deal of difference between the two types of colleges in the actual distribution of control as perceived by faculty and administrators. Though formal participativeness does seem to be related to the structure of control, the distribution of influence is only slightly more equalized in the participative than in the non-participative colleges. Similarly, the total amount of control exercised by all organizational members is greater--but only moderately greater--in the formally participative colleges.

Second, the curves illustrate that faculty members in the participative colleges exercise more influence than their counterparts in the non-participative colleges, but that students in both sets of colleges exercise approximately the same amount of influence. Third, there is greater consistency between the ideal and actual control curves in the participative than in the non-participative colleges.

Finally, the relatively high amount of influence exercised by faculty members in the participative colleges does not seem to imply decreased administrative control. The presidents, deans, and department heads in the two sets of organizations have approximately the same amounts of influence.

Figure 3

Ideal and Actual Control: Formally Participative vs. Non-participative College**



*Influence is based on faculty and administrators' perceptions.
**Colleges were classified as formally participative or non-participative on the basis of the experts' ratings.

Informal Participation and Control. Informal participation was measured in three ways. First, organizational members were asked about the quality of their relationships with their immediate superordinates. Administrators were asked to respond in terms of the president, faculty members in terms of their department heads, and students in terms of the instructor teaching the class in which the survey was administered. Second, students were asked about their interpersonal relations with all the faculty members with whom they come into contact, faculty were asked about all department heads, and administrators were asked about administrators as a group. Third, college members were asked about their interpersonal relations with their peers, their subordinates, and their superordinates. This third measure of interpersonal or informal participativeness was the only one of the three which was significantly associated with the distribution of control in the ten colleges.

The first measure, "subordinates' perceptions of their interaction with superiors," focused on openess of communication which is a central aspect of informal participation. Participative leaders have been distinguished from their non-participative counterparts on the basis of the quality and quantity of the communication they maintain with subordinates (Likert, 1961). Students, faculty members, and administrators were asked three questions related to the communication climate established by their immediate superordinate (a teacher, department head, or the president). These questions centered on the extent to which the superordinate individual listens to what the respondent has to say, provides information to the respondent on his/her performance, and makes subordinates feel free to express their complaints. Responses to these three items were combined into an "interaction" index representing one-to-one relations between subordinates and superiors.

The top half of Table V displays correlations between the interaction index and four measures of control. Again, the control data are based on reports by faculty members and administrators. The table shows no significant relationships between the quality of interactions and the distribution of control. "Subordinates' Perception of their Interaction with Superiors" (which combines the responses of students, faculty, and administrators) is positively but not significantly related to the slope of control. It cannot be concluded that control is less hierarchically distributed in colleges with participative leaders. Similarly, there is no evidence that the quality of subordinates' interaction with superiors is related to total control--the combined influence exercised by all organizational members. Total control is positively, but non-significantly, correlated with the quality of interaction between faculty and department heads; on the other hand, total control is negatively related to the quality of student-faculty interaction.

Table V

Informal Participativeness and Control*

	Slope: President-Student	Slope: President-Faculty	Total Control President-Student	Total Control President-Student
Students' Perceptions of Their Interaction with Faculty	.49	.24	-.37	-.60
Faculty Perceptions of Their Interaction with Department Head	.16	.26	.58	.56
Administrators' Perception of Their Interaction with President	-.49	-.28	.05	.32
Subordinates' Perception of Their Interaction with Superiors	.37	.32	.01	-.09
Students' Perception of Their Interpersonal Relations with Faculty	.38	-.04	-.50	-.76
Faculty Perception of Their Interpersonal Relations with Department Heads	.07	-.14	.49	.45
Administrators' Perception of Their Interpersonal Relations with Administrators	-.17	.18	.13	.35
Administrators' Perception of Their Interpersonal Relations with President	-.33	-.05	.28	.51

N = 10; df = 8
r @ .9500 = .6319
r @ .9900 = .7646

*The measures of control are based on administrator and faculty perceptions.

The lack of significant findings above might be due to the fact that college members interact with more than one superior. Students come into contact with numerous teachers, faculty members often work with more than one department head, and administrators report to other administrators and not just to the president. Therefore, respondents at each level were asked to answer four questions concerning their "interpersonal relations" with members of the group hierarchically superordinate to them. Students were asked about: (1) the trust and confidence they have in the faculty members with whom they come into contact; (2) the ease with which they can approach faculty members to discuss a problem; (3) the extent to which their opinions and suggestions are taken into consideration by faculty members; and (4) the amount of trust and confidence faculty members seem to have in students. Faculty members were asked the same questions regarding department heads as a group. Deans and department heads were asked to respond to these questions in terms of all the administrators with whom they come into contact.

The bottom half of Table V shows that, in general, the quality of interpersonal relations is not significantly associated with the structure of control in the ten colleges. Interpersonal relations--as reported by students, faculty, and administrators--is virtually independent of the slope of the control curve. Furthermore, the interpersonal relation measures are not associated with the total amount of influence exercised by organizational members. The one exception is "students' perceptions of their interpersonal relations with faculty," which is negatively related to total control. This correlation is in a direction opposite to that found in most studies and is difficult to explain. In any case, the data do not support the hypothesis that there is a positive relationship between interpersonal relations and the organizational structure of control.

The analyses thus far have assumed that organizational members can be interpersonally participative only towards their subordinates. It has been shown, however, that the "leadership styles" of organizational members vis-a-vis their peers is an important variable which has an impact on such factors as system effectiveness (Bowers and Seashore, 1966). Interpersonal relations in multiple directions may be particularly important in colleges where the influence of members may be a function of their relations with their peers and subordinates, as well as with their superiors. Consequently, data were collected from respondents concerning the interpersonal participativeness of all college members--superiors, peers, subordinates--with whom they might interact.

Each respondent was asked four questions concerning the interpersonal participativeness of college members:

[1] To what extent do the following groups or individuals take into account your opinions and suggestions?

[2] To what extent do the following groups or individuals have confidence and trust in you?

[3] To what extent do you have confidence and trust in the following groups or individuals?

[4] To what extent are the following groups or individuals friendly and easily approached if you have a problem?

Respondents were asked to answer these questions in terms of "the students with whom you come into contact," "the faculty members with whom you come into contact," "the deans with whom you come into contract," "the department heads which whom you come into contact," and "the president." Members' responses to each of the four sets of questions were aggregated for each college. (Response options ranged from (1) "not at all" to (5) "to a very great extent.")

Table VI illustrates the correlations between the control measures and members' responses to these questions in the ten colleges. (All data presented in Table VI are based on faculty and administrator responses. Student responses to the control and interpersonal participativeness questions did not converge with faculty and administrator responses and, as such, student data are presented separately in Table VII.) There is virtually no relationship between the quality of interpersonal relations and the slope of the control curve; thus, these data do not support the hypothesis that favorable interpersonal relations are associated with a more democratic distribution of control. However, the four measures of interpersonal relations are positively correlated with the total amount of control exercised by organizational members at all levels. In particular, the extent to which organizational members perceive that others have confidence and trust in them is significantly related to total control. The other correlations, while positive, are not statistically significant.

The results presented above focus on faculty members' and administrators' perceptions of control and do not take into consideration students' estimates of their own influence. Data provided by students are presented in Table VII. The results show that the quality of interpersonal relations, as reported by students, is highly associated with perceived student control and participation. Most of the correlations are significant at the .01 level of significance. The measures being correlated, however, are all based on students' perceptions--and it is likely that the correlations are inflated due to a "methods effect."

Table VI

Interpersonal Participativeness and Control*

	Slope: President-Student	Slope: President-Faculty	Total Control President-Student	Total Control President-Faculty
Do others take into account your opinions and suggestions?	.15	.29	.64	.62
Do others have confidence and trust in you?	.01	.43	.51	.65
Do you have confidence and trust in others?	-.20	.06	.48	.65
Are others friendly and easily approached if you have a problem?	-.35	.04	.39	.62

N = 10; df = 8
r @ .9500 = .6319
r @ .9900 = 7646

*The measures of control are based on faculty and administrator perceptions.

Table VII

Interpersonal Relation and Control: Students' Perception

	Students' Perception of (Their Own) Control	Students' Perception of (Their) Participation
Students' Perceptions of Their Relation with Faculty	.76	.82
Students' Perceptions of Their Relation with Department Heads	.82	.88
Students' Perceptions of Their Relation with Deans	.76	.90
Students' Perception of Their Relation with the President	.68	.87

N = 10; df = 8
r @ .9500 = 6319
r @ .9900 = .7646

In conclusion, the data do not lend great support to the hypothesis that interpersonal participativeness is related to control. Though students' reports of interpersonal relations and control are highly inter-related, these correlations are suspect in view of the lack of independent measures. Organizational control, as estimated by faculty members and administrators, is not highly associated with informal participativeness. The only correlations which approach significance are those between "total control" and interpersonal relations with all other college members. These correlations, however, are also susceptible to a methods effect and should be interpreted cautiously.

Correlates of Control. In addition to illustrating the relationship between participativeness and control, previous research also has shown that control is related to various criteria of organizational effectiveness. In a review of studies employing the control graph method, we found that significant relationships between the total amount of control and effectiveness variables were obtained in half of the studies (Tannenbaum & Cooke, forthcoming). Additionally, the distribution of control was found to be significantly related to effectiveness variables in about twenty-five percent of the studies reviewed. Though the data collected from the ten community colleges do not reveal strong relations between control and participation (formal or informal), the data do indicate that control is related to certain criteria of organizational effectiveness.

Table VIII presents correlations between organizational control measures and four criteria of organizational effectiveness. All of these criteria center on the satisfaction or morale of members and are based on the reports of faculty and adminsitrators. Members' perceptions of participation, as expected, are significantly related to control. Members perceive greater levels of participation as control beccmes more equalized and as the total amount of control in the organization increases. "Identification" reflects administrators' and faculty members' responses to two questions which ask whether or not they agree with the goals of the college and have a feeling of loyalty twoard the organization. This variable is positively correlated with the total amount of control exercised by college members, but is unrelated to the distribution (i.e., slope) of control.

The measure of "satisfaction" is based on teachers' and administrators' responses to five questions:

[1] To what extent do you like the work you are doing at this college?

[2] To what extent does your job offer you the opportunity to do something worthwhile?

Table VIII

Control* and Effectiveness Criteria: Faculty and Administrators

	Slope: President-Student	Slope: President-Faculty	Total Control President-Student	Total Control President-Faculty
Participation	.26	.68	.72	.74
Identification	-.01	.30	.61	.70
Satisfaction	.27	.51	.67	.65
Goal Clarity	.13	.20	.15	.10

N = 10; df = 8
r @ .9500 = .6319
r @ .9900 = .7646

*The measures of control are based on faculty and administrator perceptions.

Table IX

Control* and Effectiveness Criteria: Students

	Slope: President-Student	Slope: President-Faculty	Total Control President-Student	Total Control President-Faculty
Quality of College Services**	.74	.36	-.01	-.41
Responsiveness to Students**	.67	.34	-.14	-.49
Effectiveness of Conflict Resolution**	-.21	.05	.47	.65
Student Participation***	.42	.04	-.45	-.66
Student Satisfaction***	.14	-.20	-.68	-.81

N = 10; df = 8
r @ .9500 = .6319
r @ .9900 = .7646

*The measures of control are based on faculty and administrator perceptions.

**Based on student, faculty, and administrator responses.

***Based on student responses.

[3] To what extent do you like working at this college?

[4] To what extent do you like coming to work each day?

[5] To what extent would you recommend this college to prospective [members] as a good place to work?

This satisfaction index is significantly related to total control and is positively (but not significantly) related to the distribution of control in the ten colleges. Not all criteria of effectiveness, however, are related to control. For example, the goal clarity of members is not associated with the measures of control.

The control measures are associated with certain student-related criteria of effectiveness--though the correlations are not always in the direction one might expect (see Table IX). "Quality of college services" is positively related to the slope of the control graph; i.e., college services are perceived to be of higher quality in those schools where the difference in control between the President and the students is relatively small. This "quality" variable reflects students', teachers', and administrators' responses to questions concerning the variety of courses offered, the availability of extra-curricular activities, and the adequacy of library services, academic counseling, career placement, and financial aid programs. The colleges' "responsiveness" to the needs of students is also related to the slope of the control curve. Neither "responsiveness" nor "quality of services" was significantly related to the total amount of influence exercised by members and, in fact, the correlations tend to be negative.

"Effectiveness of conflict resolution" is based on members' responses to questionnaire items which ask whether college members have been able to resolve their disagreements in a way which has avoided continuing bad feelings. This variable is unrelated to the distribution of control, but is positively related to the total amount of control exercised by college members at all levels of the hierarchy.

The final two variables presented in Table IX are based exclusively on the responses of students. Students' perceptions of their "participation" in decision making are unrelated to the distribution of control and are negatively related to total control. A similar pattern is observed with respect to students' "satisfaction," an index which is based on questions parallel to those used to measure faculty members' and administrators' satisfaction. Student satisfaction is negatively and significantly correlated with the total amount of control in the ten colleges in our sample--and this finding is highly inconsistent with the

results which might be expected in view of previous research on organizational control.

Discussion of the Results

Some of the results presented above are consistent with those obtained in studies of control in business and industrial organizations, and others are not. The data suggest that formal participativeness is moderately related to the distribution of control in the ten colleges, but is not associated with the total amount of influence exercised by all college members. The various measures of informal participativeness, in general, are not associated with the distribution or total amount of control--though students' perceptions of control are positively related to their reports of interpersonal participativeness. Criteria of effectiveness, particularly those focusing on faculty and administrator morale, are correlated with total control and, to a much lesser extent, with a democratic distribution of control. Certain student-oriented effectiveness measures are positively associated with an equalized distribution of influence, but others are negatively related to the total amount of control in the ten colleges.

Various factors might explain why stronger relations between participativeness (both formal and informal) and control, and between control and the effectiveness variables, were not obtained. Methodological constraints may explain the results; e.g., only ten colleges were included in the sample and this limited the likelihood of obtaining significant results. On the other hand, the characteristics of the organizations being studied may account for the modest results. For example, informal participation may be unrelated to control in community colleges because of the "structural looseness" which characterizes educational organizations (Bidwell, 1965).

Nevertheless, the data do suggest some trends regarding the effects of control and participation in community colleges, and raise some questions about participation in these ten colleges. One question is: "Why do formal structures for participation have such a limited impact on control in the colleges?" A second question is: "Why are high levels of total control, as reported by faculty and administrators, negatively related to certain criteria of effectiveness such as student satisfaction?" The answers to these questions are speculative and raise other questions for future research.

The ten colleges selected for this study represent relatively extreme organizations in terms of formal participativeness. The sample was selected to

maximize variance along this structural variable and if participative structures have any impact on control, this impact should be evident in this study. (On the other hand, the colleges were not selected on the basis of informal participativeness. Variance along this latter variable may have been minimal, possibly explaining the moderate correlations between interpersonal participativeness and control.) This line of reasoning assumes, however, that participative structures are set up to work effectively and to provide influence to members at all levels of the organizational hierarchy. This apparently is not the case.

Faculty members in each college were asked three questions pertaining to the "authenticity" of formal participation in their organizations. These questions focused on the importance of the issues dealt with at committee meetings, the extent to which committee decisions are subsequently implemented, and the extent to which committee decisions are made by the members rather than by the chairperson. Responses to these questions indicate moderate authenticity in two formally participative colleges and somewhat greater authenticity in two other participative colleges. Similarly, committee processes were rated inauthentic in two colleges with formally non-participative structures and relatively authentic in two other non-participative colleges. [Note: two colleges are omitted from this discussion because of the "average" levels of authenticity reported by faculty members.]

Figure IV presents a matrix which illustrates four different types of colleges: (1) Formally participative-authentic; (2) formally participative-inauthentic;(3) non-participative-authentic; and (4) non-participative-inauthentic. The numbers within each cell of the matrix represent the average difference between the presidents' influence and faculty's influence. The discrepancy is very small in the formally participative-authentic colleges and very large in the non-participative-inauthentic colleges. Additionally, the discrepancy is approximately the same in the formally participative-inauthentic as in the non-participative-authentic colleges. These figures suggest that meaningful committee structures may reduce the effects of hierarchy; they also suggest that a few authentic committees can "equalize power" as effectively as can a large number of ineffectual committees.

Figure IV focuses on faculty and administrator data and does not consider students' perceptions of (their own) participation or control. Students in the formally participative-authentic colleges report slightly greater participation in decision making than do their counterparts in the other colleges (data not

shown). However, student perceptions of participation do not differ appreciably among the other three types of colleges and no obvious patterns can be discerned. The implication is that formal systems for participation, whether relatively authentic or inauthentic, may have little impact on student participation and control.

This speculative conclusion regarding student influence is related to the second question: "Why are high levels of 'total control' negatively related to some student-oriented criteria of effectiveness?" This question is a difficult one because total control is often positively related to effectiveness variables. One reason for this unexpected finding may be that informal participativeness,

Figure IV. Authenticity of Formal Participation and Differences in the Influence of Presidents and Faculty.

	Authentic**	Inauthentic
Formally* Participative	.17***	.65
Formally Non-Participative	.57	1.83

N = 8

*Colleges were classified as formally participative or non-participative on the basis of the experts' ratings.

**Authenticity was based on faculty perceptions.

***Figures within the cells represent the difference between the presidents' influence and faculty influence (based on faculty and administrator perceptions). Influence scores range from (1) very little to (5) very great.

at the faculty and administrator levels, does not necessarily filter down to the student level in these ten colleges. Students' reports of informal participation tend to be independent of or negatively-related (non-significantly) to faculty and administrator reports. This is important because: (1) informal participation, as perceived by faculty and administrators, is moderately

associated with total control, and (2) informal participation, as perceived by students, is significantly related to their perceptions of their own influence. Control is high in those colleges where the interpersonal climate for faculty members and administrators is favorable, but the students in these colleges do not necessarily perceive a positive interpersonal climate nor high influence.

This situation is further complicated by the formal committee structures of the colleges. When students serve on many committees, their interpersonal relations with other college members, ironically, are unfavorable ($r = -.70$) and students perceptions of their own participation tends to be low ($r = -.57$) along with their perceptions of their own influence ($r = -.47$). [Though the expert ratings of formal participativeness are positively correlated to student control, student committee membership is negatively related to their perception of control and participation. As indicated in Table IV, none of these correlations are significant.] Perhaps these committees are too large or do not function effectively or perhpas they were set up in the first place as reactions to problems in the colleges. In any case, students perceive little influence under these circumstnaces while faculty members and administrators tend to report high total control. The result of this speculative chain of events is that student-oriented criteria of effectiveness are negatively related to total control in the organization.

Conclusions

Control is distributed hierarchically in organizations, and community colleges are no exception. Prior research has suggested, however, that systems of formal participation have the effect of equalizing (in some degree) the distribution of control in organizations. The present study indicates that the effect of participation applies, in part, also in community colleges. The difference in control between the president and the faculty (and perhaps to a lesser extent that between the president and the students) as perceived by faculty and administrators, tends to be somewhat smaller in those colleges that have participative structures than in those colleges that do not have such structures.

The data suggest that the equalization of control that accompanies formal participation in these colleges is not associated with increased influence exercised by students. Nor is participation associated with an increase in the total amount of control exercised by persons at upper and at lower levels in the

organizational hierarchy. Thus, the mere existence of formal structures such as councils and committees composed of representatives may not in fact achieve participation in the day-to-day, working relationships between all members of the organization. And it is at this level that participation may have its most pronounced effect on the feeling of influence that members have and consequestly on their sense of satisfaction in and identification with the organization.

Many formal systems of participation imply a political model that assumes conflicting interests between groups within an organization. In this context, administrators may feel some reserve about bringing students into the influence process, and an increase in the control exercised by one group (such as students) ought not to be associated with an increase in the control exercised by another group (such as administrators). Furthermore, under these conditions, a high total amount of control within the organization might be a source of dissatisfaction to some members, as it appears to be for students in some of these community colleges.

The data of this study suggest that formal systems of participation--those based on a political model of councils and other representative bodies--may not achieve the positive effects on members' psychological reactions and adjustments that participation is presumed to achieve. Possibly because of the structural looseness of educational organizations (Bidwell, 1965), arrangements (such as formal systems of participation) that apply to the governance of the institution as a whole may have little direct impact on the daily lives of most members--particularly if these arrangements are poorly conceived or inauthentic. However, two of the colleges in our sample seemed to have "authentic" participative structures, and members of these colleges reported favorable attitudes and perceptions of high personal influence. The characteristics of these authentic structures warrants further research.

The data also suggest that student perceptions of their own influence may be related to the interpersonal leadership styles of other college members. This includes the interpersonal style of the teacher in the classroom. The classroom is not (or need not be) characterized by the "structural looseness" that characterizes the educational institution as a whole. In the classroom, students and faculty engage in substantial interaction and, through this interaction, students may become involved in the larger institution. Leadership practices and participative arrangements that occur in the classroom may very

well have significant effects on the reactions and adjustments of students to their college and the classroom, therefore, deserves further investigation from an organization theory perspective.

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Part II

Formal Participation and Control in Community Colleges

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This paper is based on data collected for a study funded by the National Institute of Education, Department of Health, Education, and Welfare (Grant No. NE-G-00-3-0072). Sections of this paper were adapted from R. Cooke and A. Tannenbaum, Control and Participation in Community Colleges (1976) and from S. Cardoze, Formal Participation and Perceived Subordinate Influence (1976).

Formal Participation and Control in Community Colleges[1]

Robert A. Cooke and Steven D. Cardoze

This presentation focuses on the relationship between formal participation and control in community colleges. Data were collected from faculty members and administrators in five colleges which were identified as formally participative by a group of experts and in five colleges which they identified as formally non-participative. Organizational level analyses suggest that formal participation is related to increased faculty control over technical (course-related) activities and to a slight decrease in administrators' control over those activities. Formal participation also seems to be related to a somewhat less hierarchical distribution of control over managerial decisions. In general, however, the relationship between formal participation and the distribution of control is not strong; additionally, formal participation is not associated with an expansion of organizational control (i.e., an increase in the control exercised by members at all levels). Individual level analyses indicate that other factors, besides the extensiveness of the participative committee structure, are important in explaining members' perceptions of influence. In particular, the extent to which committees are viewed as powerful or "authentic" by college members is associated with their perceptions of influence. Additionally, the quality of interpersonal relations is related to members' perceptions of influence. It is concluded that formal participation provides only one base for increasing the influence of members, and it should be supplemented or supported by other bases of power.

[1]This paper is based on data collected for a study funded by the National Institute of Education, Department of Health, Education, and Welfare (Grant No. NE-G-00-3-0072). Sections of this paper were adapted from R. Cooke and A. Tannenbaum, Control and participation in community colleges (1976) and from S. Cardoze, Formal participation and perceived subordinate influence (1976).

Formal Participation and Control in Community Colleges

The way in which control or influence is distributed among members is an important issue in most organizations. This issue is particularly salient in educational organizations, and a significant amount of research and thinking has centered on participation and control in elementary and secondary schools, and in colleges and universities (Gross and Grambsch, 1968; Baldridge, 1971; Bridges, 1967; Belasco and Alutto, 1972). The role of faculty in the control of colleges has been an important issue throughout the century. Differences of opinions exist, however, about the desire and ability of faculty members to influence decisions (DeVries and Snyder, 1974). In community colleges, faculty members historically have not had the same concern for control as faculty have had in the four-year college and university--partly because the community college was for some time merely an extension of the public school system. However, as community colleges grew and as the unionization of teachers in the public schools increased, concern also increased among the faculty for involvement in the governance of their institutions (Bylsma, 1969). While the pressures for more faculty participation have been growing, relatively little is known about the way in which the organizational structures-formal or informal-are related to the distribution of control and influence in community colleges. This paper is designed to explore this issue and, more specifically, to investigate the relationship between formal systems for participation and the distribution of influence in community colleges.

Participation

A good deal of research concerning control has been organized around the concept of participation. Participation refers to a system of control in which all members determine in some degree the decisions of the organization. Different

amounts and kinds of participation can be distinguished including formal and informal. Formal participation is a system in which rules explicitly establish decision-making structures through which members contribute to decisions (Tannenbaum et at., 1974). The implicit if not explicit norm underlying these rules is that members should and will influence the decision made in the organization. Members may participate directly, entering personally into deliberations that lead to binding decisions, or they may participate indirectly through representatives (Walker, undated). Furthermore, the participants may exert influence over only one or over several domains of the organization's functioning. For example, members may participate in decisions in the managerial or technical domains, or in both domains (Mohrman, Mohrman, and Cooke, 1976). Participation may concern system-wide issues of academic policy, budgeting and allocation of funds, and hiring policies; or, participation may concern the operational details of the classroom.

Formal participation is distinct from informal participation. The latter refers to an interpersonal process in which superiors are receptive to the ideas and suggestions of subordinates (e.g., Likert, 1961). Such informal participativeness may represent a recognition of the expertise of subordinates or it may be the result of social pressures for participation. It may also grow out of a commitment to "human relations" approaches, or it may be a natural and spontaneous outgrowth of the values of members. Informal participation often implies leadership that is supportive of subordinates and is sensitive to their needs. While formal participativeness is defined in terms of legally or formally established decision making structures, informal participativeness is defined in terms of style of leadership and sharing by superiors of their authority with subordinates.

Both formal and informal participation are assumed to mitigate, if not overcome, some of the problems of conflict and control in organizations. Participation potentially moderates the effects of hierarchy including the sharp differences in the satisfaction and adjustment of persons at different levels (Lowin, 1968; Tannenbaum et. al, 1974). Many organizational members derive satisfaction from participating in decision making and from exercising control (Vroom, 1960). For example, participation may satisfy individuals' needs for self-determination and independence. It may provide members with certain material or pragmatic rewards; a person who participates can influence decisions and perhaps affect policies in ways that are consistent with his/her own self-interests. Similarly, the process of participation can be intrinsically satisfying; it may involve group meetings where challenging and interesting topics are discussed and important decisions are made (Tannenbaum, 1968). Additionally, participation may imply that decisions are made by those members who are closest to, and best prepared to deal with, the decision situations. This may lead to improvements in organizational effectiveness which could, in turn, increase the satisfaction of members.

Participation and Control

Many of the functional consequences of participation seem to be directly tied to the extent to which participative systems actually afford lower echelon members control and influence. Mere involvement in decision making, without any real influence, is likely to provide members with few valued outcomes. Additionally, participation which is only nominal may lead to unfulfilled expectations and frustration on the part of members. A number of studies have indicated, however, that measures of participation are positively associated with measures of the control exercised by members at lower levels and, in some cases, the control exercised by members at all

levels of the organizations (e.g., Seashore and Bowers, 1970).

Informal participation potentially has the capacity to enhance the control exercised by organizational members at all levels of the hierarchy. "Participative management...", according to March and Simon, "can be viewed as a device for permitting management to participate more fully in the making of decisions as well as a means for expanding the influence of lower echelons in the organization" (1958, p. 54). The hypothesis that participation is related to the "total amount of control" in organizations has received support from studies conducted in a variety of organizations (Tannenbaum, 1968). Figure 1 illustrates this relationship in 31 geographically separated departments of a large service organization. Employees in these departments were asked, by questionnaire:"In general, how much say or influence do you feel each of the following groups (higher management, plant management, the department manager, and the men) has on what goes on in your department?" Answers were checked along a five-point scale from "little or no influence" to "a very great deal of influence". Figure 1 illustrates the "control graphs" generated by responses to this question for four different clusters of departments. Cluster 1 includes those departments in which the leaders were rated by the workers as highly participative; cluster 4 includes those departments which were not seen as (informally) participative. The more participative, and more highly controlled, departments were in this case the more productive of the group.

According to an analysis of these departments by Likert (1961), "The high performing managers have actually increased the size of the 'influence pie' by means of the leadership processes which they use. They listen more to their men, are more interested in their men's ideas and have more confidence and trust in their men." Suggestions which subordinates offer make a

difference to these managers, and the subordinates in turn are responsive to their managers' requests. This informally participative behavior on the part of the managers tends to reduce the discrepancy between the control exercised by those at the top versus those at the bottom of the hierarchy. The slope of the control graph for the participative departments in Figure 1 is less negative (less steep) than that for the non-participative departments. Possibly more important, the total amount of control in the participative departments is greater than that in the non-participative departments. This finding is particularly interesting because in a large number of studies, total control has been shown to be related to various criteria of organizational effectiveness and member satisfaction (Tannenbaum & Cooke, forthcoming).

Comparatively little research has focused on the relationship between formal participation and the structure of organizational control. In his review of formal systems for participation in Europe, Mulder (1971) has criticized the assumption "that participation of the less powerful in decision making processes results in a reduction of differences in power between the more powerful and the less powerful". Nevertheless, certain studies relevant to this issue have suggested that formal participation is associated with a less hierarchical distribution of control. This relationship has been demonstrated by, for example, Rosner's (1973) study of ten kibbutz plants representing five different industries. The formal participativeness of these plants was estimated on the basis of the number of decision making meetings held and the character of the decision making in these meetings; and the ten plants were classified into high, medium, and low participation groups.

Figure 2 shows the average control curves for each of the three sets of plants. The diagram illustrates that the slope of the control curve is significantly less steep for the high participation plants than for the low participation plants. In contrast to the low participation plants, the workers in the participative organizations have substantially greater influence and the higher management has somewhat less influence. The increased control of the workers is, to some extent, associated with a decrease in the amount of influence exercised by higher-level members. In general, the research on formal participation suggests that these systems may provide lower-echelon organizational members with some influence they might not otherwise have. Some of this increased control, however, may come at the expense of managers and administrators. While informal participation seems to increase the influence of members at all levels, it is possible that formal participation redistributes existing control and does not substantially increase the total amount of control in organizations. This assumption is supported by the results of an international study on hierarchy and control conducted by Tannenbaum and his associates (1974). Control in organizations was found to be less hierarchically distributed within those societies where formal systems of participation are prescribed by law; however, the total amount of control in these formally participative organizations was not substantially greater than that in formally non-participative organizations in other countries.

Formal Participation in Educational Systems

Formal systems for participation are becoming increasingly prevalent in educational systems, and this trend is particularly noticeable in higher education. College campuses have begun to resemble "loosely-joined federations" rather than communities and, in the process, the base of faculty authority has moved from informal interaction to the dispersed units (departments,

divisions, sub-colleges) that are the foci of disciplinary interests and to a more formal system of representative government. (Clark, 1965, p. 58; Clark, 1963). Perhaps indirect or representative systems of participation are seen by educators to be most appropriate for their otherwise "loosely-coupled" (Weick, 1976) or "structurally-loose" (Bidwell, 1965) organizations. Indirect and formal modes of participation do not imply a reliance on the hierarchy (as would informal participation through department heads) and may be consistent with the collegial norms professed by many faculty members. Futhermore, such formal structures as "cabinets" and "advisory committees" at the administrative and/or faculty levels have consistently been prescribed for improving the organizational adequacy of educational systems (e.g., Litchfield, 1959).

The formal structures which have emerged in educational systems have taken a variety of forms. Policy-making bodies (e.g., senates, councils), advisory and executive committees, and issue-specific committees (e.g., salary, instructional resources, and curriculum committees) have proliferated in many schools and colleges. While the implications of membership on such committees for individual faculty members has been studied extensively by Baldridge (1971), less is known about the organizational-level ramifications of these formal structures. Ideally, formal systems for participation would be expected to affect the structure of control in community colleges in three ways. First, formally participative structures should be associated with a more egalitarian distribution of influence in the colleges. Second, there should be greater consistency between the actual distribution of control and the distribution preferred by members in formally participative colleges than in colleges without these formal structures. Third, formal participativeness should be associated with a high amount of total control within the colleges; that is, members at all levels should exercise relatively great influence. While

there is only marginal evidence to support the validity of this third expectation, the relationship between formal participation and total control may be the most critical for college members. If formal participation is associated with a redistribution of control and not an increase in total control, this would imply that formal structures decrease the influence of certain groups within the organization. Under these circumstances, college members who see their influence as being vulnerable may be reluctant to support the establishment of formal committee structures.

The implications of formal participation for increasing the total amount of control in organizations may best be understood in terms of the manner in which these systems redistribute authority over the various types of decisions made in organizations. Three qualitatively different domains or subsystems of organizational decision making have been identified by Parsons (1958): the institutional subsystem which is concerned with the legitimacy of the organization within the context of the larger social system; the managerial subsystem which includes, among other things, the procurement, disposal, and allocation of organizational resources; and the technical subsystem which pertains to decisions regarding the core, or productive, operations of the organization. Influence over these domains of decision making may be distributed to members de facto as a consequence of the decision situations or organizational "realities" which they face. As a function of their location within the organization, members have direct access to information and make relevant decisions, and communicate to other members "processed" or "filtered" information which will set the premises for subsequent decisions. These information processing and decision making activities imply uncertainty absorption or reduction on the part of members, and the locus of this uncertainty absorption affects the influence structure of the organization

(March and Simon, p. 165). This line of reasoning suggests that faculty members--who absorb uncertainty presented by the students--will exercise great technical control and that administrators--who deal with uncertainties regarding human, material, and financial resources--will exercise relatively great control over the managerial domain.

Viewed in this context, formal systems for participation can have two implications for organizational decision making. First, formal systems can legitimate the participation of those groups who are already absorbing the uncertainty associated with a particular decision domain; and second, these systems can legitimate the participation of those groups who would not otherwise be directly exposed to the uncertainty nor involved in decision making within the particular domain. Greater control in the organization therefore would be achieved to the extent that this broadened decision making authority provided a base for the absorption of more uncertainty by organizational members.

By providing a more adequate and legitimate base of power, formal participation potentially can increase the influence of those members who already exercise control over a particular domain of decision making. Formal structures, particularly in the form of committees, provide organizational decision makers with more information relevant to the decision and an opportunity to gain members' acceptance of the decision (Maier, 1967). In fact, participative systems have been regarded by many observers as a means for increasing the control of those already in positions of power (Mulder, 1971; Strauss and Rosenstein, 1970). While this often implies an increase in the control of those members at the top of the hierarchy, it can also imply an increase in the control of lower-echelon members--assuming that these members already are reducing some technical uncertainty. For example, formalization of faculty

authority over instructional matters may allow them to deal with issues that were previously "out of control" and thus may enhance their influence in this domain. Consequently, formal participation has the potential for increasing administrators' control over managerial decisions and the faculty's control over technical decisions by allowing these groups to reduce a greater amount of uncertainty. The magnitude of this increment in control may depend on the number of committees available for dealing with these issues. Additionally, perceptions of increased influence on the part of organizational members may be a function of their membership on these committees (Baldridge, 1971) and the perceived power of these committees.

Formal systems for participation may be less likely to increase the influence of organizational members over those decisions with which they would not otherwise be involved. While a committee structure can provide members with decision making authority, this authority may be an insufficient base for increasing faculty influence over managerial decisions, or for increasing administrators' influence over technical decisions. Faculty members, for example, may not be in direct contact with the forces underlying managerial decisions and therefore may be in a disadvantageous position to influence these decisions. Furthermore, faculty influence over certain managerial decisions might imply that administrators would have to "share" their present decision-making responsibilities. Faculty members may be able to add little to those decisions which the administrators are competent to make on a unilateral basis (i.e., there would be little opportunity for increased uncertainty absorption). Under these conditions, administrators might be reluctant to share their decision making responsibilities and faculty members may prefer not to spend time on these decisions. The implication is that if formal systems for participation are to expand total control, these systems must be perceived as

sufficiently authentic and powerful to permit faculty members to contribute something to the decisions. Committees which are responsible for complex and difficult administrative decisions may focus on matters which are beyond the control of individual administrators and, thus, offer the potential for greater uncertainty reduction and influence in the college.

In addition to being contingent upon the perceived authenticity of committees, the potential of formal participation for expanding members' influence may also depend on the quality of inter-group relations. Favorable faculty-administrator interpersonal relations may enhance faculty influence over managerial decision (both within and outside the context of the committee structure). A favorable interpersonal climate promotes a high level of communication, and this can provide faculty members with the information they need to contribute to managerial decisions. Additionally, positive inter-group relations imply that administrators may be personally responsive to the influence attempts of faculty members, and this responsiveness would supplement the legitimate base for faculty control established by the formal system. Favorable interpersonal relations could have similar implications for administrators' influence over technical decisions. Administrators who are on favorable terms with faculty members may be able to exercise influence over technical decisions either during committee meetings or outside of these meetings.

This analysis suggests that formal participation may have an impact on the total amount of control exercised by all members of the community college. An increase in total control, however, may depend on the extent to which members perceive the committees to which they belong as authentic structures for control. Additionally, expanded control may be contingent on the quality of interpersonal relations among groups within the college. In the remainder of

this paper, we explore the implications of formal participation by focusing on five formally participative and five formally non-participative community colleges. Data are analyzed to determine whether formal participation is associated with a less hierarchical distribution of control, a structure of control which is more consistent with members' preferences, and a greater amount of control exercised by all groups within the college. The relationship between formal participation and the total amount of control is investigated in detail by considering faculty and administrators' perceptions of their technical and managerial control in view of the formal participativeness of their colleges, the perceived power of the committees in their colleges, and the quality of faculty-administrator interpersonal relations.

Method

The Sample

The primary sampling objective was to select colleges which differed significantly in formal participativeness but which were reasonably similar along a number of other dimensions. Sample selection began with the identification of 59 community colleges in the Middle States and North Central Associations of Colleges and Secondary Schools. Colleges in certain states within these regions were excluded because of atypical state control structures which might have important implications for the distribtuion of influence within the colleges. Additionally, the colleges included in this preliminary sample were restricted to those which had enrollments of between 1,500 and 3,200 students, were between five and fifteen years old, and offered both transfer and technical programs.

The extent to which the colleges in this preliminary sample were formally participative was estimated by a group of "experts" who were knowledgeable about these institutions. These experts--consultants, researchers, community

college faculty member and administrators, members of professional associations, and state officials--were asked to rate on a five-point scale the participativeness of each college with which they were familar. The experts were asked to base their ratings on "the extent to which members of the college--including faculty, students, administrative personnel, special services personnel, and non-professional staff--exercise some degree of formal control or influence in the college, exclusive of collective bargaining" (Cooke and Tannenbaum, 1976).

Five pairs of colleges were selected on the basis of these ratings, each pair consisting of one formally participative and one formally non-participative organization. Colleges were matched and paired along a number of criteria: size, age, full-time to part-time faculty ratio, and full-time to part-time student ratio. Additionally, colleges were paired on the basis of location (urban/rural) and faculty-student ratios, though these criteria were given secondary consideration. The five pairs did not necessarily represent the most extreme schools along the participativeness scale. In some cases, less extreme schools were selected to provide acceptable matches.

Within colleges, the sample included all administrators (president, vice-presidents, deans, department heads, etc.), all full-time faculty, and randomly-selected samples of part-time faculty and of students. Because the pattern of relationships exhibited by students differed significantly from those of other members of the organizations, student responses will not be considered here.[1] Relatively high response rates were obtained: 92.1 percent for faculty and 92.1 percent for administrators. (Generally higher response rates were realized in the participative than in the non-participative colleges: 95.2 percent for faculty and administrators of participative

[1] See Cooke and Tannenbaum (1976) regarding student-level results.

colleges versus 89.2 percent for non-participative colleges.) The results presented in this paper are based on data provided by 656 faculty members and 139 administrators.

Basic Analysis Procedure

A two-stage analysis procedure was used in preparing this paper. First, analyses were performed at the organizational level to examine the relationship between formal participation and distribution and total amount of control in the colleges. The distribution of control was examined in terms of two domains of influence: technical and managerial/institutional. Second, analyses were performed at the individual level to explore further the relationship between formal participation and total control. These analyses included individuals' perceptions of control as the dependent variable. At the individual level, separate but parallel analyses were performed for faculty members and department heads.

The Measures: Organizational Level

An index of formal participation was constructed to represent the extent to which the colleges provide opportunities for members at all levels to be formally involved in organizational decision making. Two relatively independent measures were used to construct this index. The first consisted of the ratings of the experts (the same ratings which were used for the selection of the sample). The second was based on the number of governance committees which were documented and described in the handbooks and manuals provided to the students and faculty in each college. To combine these measures, the number of committees was pro-rated over a range equal to that of the expert ratings. A college's score on the formal participation index was the mean of its scores along these two measures.

Data on the other organizational-level variables were collected by means

of self-administered questionnaires. These questionnaires were patterned after those developed by the Institute for Social Research for studies conducted in business and industrial organizations (the Survey of Organizations, Taylor and Bowers, 1972; the Michigan Assessment of Organizations, National Quality of Work staff, Survey Research Center, 1974; and the Hierarchy in Organizations questionnaire, Tannenbaum et al., 1974). Additionally, selected items from surveys designed especially for educational systems were modified and incorporated into this instrument (Baldridge, 1973; Coughlan, Cooke, Mohrman, and Mohrman, 1973; Rossmeier and Jenkins, 1972).

A modified version of the "control-graph" method (Tannenbaum, 1968) was used to collect data on the distribution of influence in the ten colleges. Faculty and administrators were asked, for example, "How much influence do the following groups or person(s) [faculty, department heads, deans, president] actually have in determining the major goals of this college?" Response options ranged along a five-point scale from "very little influence" to "very great influence." Similar questions were asked to assess the distribution of managerial influence ("How much influence do [the groups] have on the day-to-day administration of the college?") and technical influence ("How much influence do [the groups] have on course activities?"). Additionally, a complementary series of questions was asked to ascertain the amount of influence the college members felt that the various groups should exercise over institutional goals, managerial decisions, and course (technical) activities.

Responses to the questions concerning "day-to-day administration" and "college goals" were highly consistent, and these responses were combined to represent managerial/institutional control. Each individual's responses to the two questions (e.g., concerning the faculty's managerial and institutional

influence) were averaged, and then the average of this score was calculated for all respondents within a college. Similarly, the responses of all people within a college regarding the "course activities" influence of a particular group were averaged to represent technical control. Responses to these questions were aggregated to the organizational level because the objective was to estimate the real amount of influence exercised by each group. Viewed in this way, within-college variation in organization members' estimates can be considered error variance. This error variance is reduced by working with the arithmetic mean for all respondents within a college.

A rough measure of the slope of the control graph for each college was constructed simply by subtracting that college's measure of president control from that of its faculty. The total amount of control for an organization was the sum of the measures of control for its president, deans, department heads, and faculty. The slope and total amount of both managerial/institutional and technical control were calculated for each college.

The Measures: Individual Level

Measures of faculty members' and department heads' perceptions of the managerial/institutional and technical control of their own groups were obtained from the same questions used to measure the distribution of organization control. The indices for faculty members were constructed from the questions about faculty control in the two domains, while the indices for department heads were constructed from the questions dealing with department head control. Unlike the organizational-level measures, these measures were not intended to estimate the "real" level of control of the group in a particular domain; rather, they were intended to estimate the individual's perception of the control of his/her own group.

We considered the perceived Authenticity or Power of the participative

committees to be a function of the importance of the decisions made by these committees and the probability that these decisions will be implemented. Two questions were used to construct an index reflecting members' perceptions of the power of formal committees:

a. In group or committee meetings in this college where decisions are made or problems are solved, to what extent are the decisions restricted to unimportant ones?

b. . . . to what extent are the decisions subsequently ignored?

Response options ranged along a five-point scale from "not at all" to "a very great extent."[1] We assumed that, in responding to these questions, respondents would evaluate the committees most salient to them (i.e., the governance committees on which they held membership).

Interpersonal Relations between faculty members and the department heads were measured through the use of four items:

a. To what extent are the [faculty members/department heads with whom you come into contact] friendly and easily approached?

b. To what extent do you feel the [faculty members/department heads with whom you come into contact] have confidence and trust in you?

c. To what extent do you have confidence and trust in the [faculty members/department heads with whom you come into contact]?

d. To what extent do the [faculty members/department heads with whom you come into contact] take into account your opinions and suggestions?

Response options ranged along a five-point scale from "not at all" to "a very great extent." The index for faculty members consisted of these four questions in reference to the department heads; and the index for department heads was based on these questions in reference to the faculty. This procedure generated a measure of each faculty member's and department head's estimate of their own relationships with the other group. This measure is a general one,

[1] Both these scales were reversed before any calculations were performed.

designed to measure the overall nature of the relationship; it includes elements of communication, mutual trust, and informal participation.

Results

The results to be presented in this section are organized in terms of the two levels of analysis--the organizational and the individual level. The organizational level results focus on the differences between the two types (formally participative vs. formally non-participative) of colleges in terms of managerial/institutional and technical control. The individual level results focus on college members' perceptions of their own group's (faculty or department head) influence. Independent variables for individual level analyses include the formal participativeness of the college, the power or authenticity of committees, and interpersonal relations.

Organizational Level Results

Formal participation and the structure of managerial/institutional control. An overview of the differences between the formally participative and formally non-participative colleges in terms of managerial/institutional control is presented in Figure 3. The control graphs show a negative slope for actual managerial/institutional control, with administrators having considerably more control than faculty in both participative and non-participative colleges. The slope, however, appears to be slightly less negative for the formally participative colleges.

Students' t-tests were performed to test the null hypothesis that there were no differences between participative and non-participative colleges in managerial/institutional control. No significant differences were found for the president's, deans', department heads', or faculty's control. (The means on which these tests were performed are presented in Figure 3 in control graph form.) Nor were there any differences between the two types of colleges in

total amount of managerial/institutional control. The distributions (slopes) of control were not significantly different according to the t-test, although the correlation between formal participativeness and distribution of managerial/institutional control was significant ($r = .678$, $N = 10$, $p < .05$).

In general, faculty members in participative colleges have more (but not significantly more) managerial/institutional control than those in non-participative colleges, but upper level administrators have only as much, or even less, control than their counterparts in non-participative colleges. Except at the faculty level, where the difference is observable but not significant, there is little difference between the two types of colleges in the "ideal" or preferred distribution of managerial/institutional control. Because the desired distribution of control is so equalitarian for both types of colleges, the participative colleges come closer (on the average) to their desired distribution.

Formal participation and the structure of technical control. The distribution of influence shown by the control graphs for the technical domain is quite different from that for the managerial/institutional domain (Figure 4). Here the slope is highly positive for both types of organizations, with faculty members having considerably more technical control than upper level administrators. The slope is slightly more positive (i.e., steeper) for participative colleges, both according to the graph and to a t-test comparing the slopes of the colleges ($p < .01$). In non-participative colleges, faculty members have slightly less--and administrators considerably more--technical control than do their counterparts in participative colleges. These differences are shown by t-tests to be significant for the deans' control ($p < .05$) and for the president's control ($p < .05$). The relatively low technical influence of these administrators implies a contraction of technical control in the

participative colleges. A t-test indicates that the total amount of technical control in the participative colleges is significantly less than that in the non-participative colleges ($p < .05$).

The ideal distributions of technical control differ somewhat for the two types of colleges. Compared to the participative colleges, members of the non-participative colleges preferred slightly more technical control for the department heads, deans ($p < .05$), and the president. Ideal faculty control is greater than actual faculty control for both types of colleges; however, this discrepancy is slightly greater for the non-participative colleges. The same is true, though to a lesser extent, for department heads. The desired amount of control for deans is about equal to their actual control in both formally participative and formally non-participative colleges. Additionally, actual control is greater than desired control for the presidents of non-participative colleges. In general, the discrepancies between ideal and actual technical control do not seem to differ in magnitude for the two types of colleges.

Individual Level Results

A series of stepwise multiple regressions was performed using as dependent variables individuals' perceptions of their own group's (faculty or department heads) control. Separate regressions were run for perceived technical control and perceived managerial/institutional control. Additionally, separate regressions were run for the two sets of respondents (faculty and department heads). All of the regressions included the organizational level measure of formal participation as an independent variable. The regressions also included the respondent's perceptions of the power of committees in his/her college or the quality of his/her interpersonal relations with faculty members (for department heads) or department heads (for faculty members).

Formal participation was always entered first, followed either by perceived power of committees or by perceived interpersonal relations. The final predictor was an interaction term, constructed by multiplying formal participation by the other predictor (as suggested by Cohen, 1970). Significance tests were performed at each step, testing the null hypothesis that the step had no additional effect on the R^2 of the equation.

The results are presented in Tables 1 and 2. Each row represents a dependent variable; each column a predictor. The figures in each column represent the change in R^2 due to the addition of that predictor. The last column presents the R^2's of the equation with all three predictors included (i.e., the sums of the first three columns).

Considering first the results for formal participation and committee power (Table 1), we find that for department heads formal participation by itself is not related to perceptions of either type of control. Perceptions of committee power, however, have a substantial independent effect on department head perceptions of their managerial/institutional influence. There also is a statistically significant interaction effect between formal participation and committee power on department heads' managerial/institutional influence. This interaction effect indicates that the relationship between the power of committees and perceived influence is greater in the formally non-participative colleges. The final model predicting managerial/institutional influence explains over 28 percent of the total variance.

For faculty members, there are statistically significant relationships between formal participation and both technical and managerial/institutional influence, though the actual amounts of variance shared are not impressive. A considerably larger, independent effect is exhibited by perceived committee power on faculty members' perceptions of their managerial/institutional control.

A small but significant relationship exists between perceived authenticity and perceptions of technical control.[1] Furthermore, authenticity and formal participativeness have an interactive effect on faculty perceptions of their technical influence; this suggests that the relationship between the power of committees and technical influence is greater in the non-participative colleges. Thus, perceived authenticity (committee power) has strong independent main effects on managerial/institutional control, both for faculty members and department heads. Though significant for faculty members, the main effect of perceived authenticity on technical control is not as great. However, perceived authenticity and formal participativeness of the organization show an interaction effect on faculty members' perceptions of their technical control, as well as on department heads' perceptions of their managerial/institutional control.

Turning now to formal participation and interpersonal relations (Table 2), we see that interpersonal relations with faculty have a strong independent main effect on department heads' perceptions of their own technical control. However, department heads' interpersonal relations with faculty showed no relationship to their perceived managerial/institutional control. No interaction effects emerged for department heads.

Faculty members' perceptions of both types of control were related significantly to their interpersonal relations with department heads. These measures of interpersonal relations, however, were more strongly related to the faculty's managerial/institutional control than to their technical control.

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[1] The amount of variance shared between committee power and faculty technical influence may be small due to a "ceiling" effect. Most faculty members perceived high influence over the technical domain, and there was not much variance along this measure.

Thus, the data show that department heads' interpersonal relations with faculty are strongly related to their perceived technical control, whereas faculty members' interpersonal relations with department heads are strongly related to their perceived managerial/institutional control. Interpersonal relations with department heads are somewhat less strongly related to faculty members' perceptions of their technical control; and interpersonal relations with faculty are unrelated to department heads' perceptions of managerial/institutional influence. Interpersonal relations with the "other group," therefore, are more important for explaining influence over the "other domain" of decision making than for explaining influence over their own domain.

Finally, zero-order correlations for all variables included in these regressions are presented in Table 3 (department heads) and Table 4 (faculty). It is important to note that the correlations between formal participation and the perceived power of committees are not very high (faculty $r = .14$; department heads $r = .12$). Additionally, interpersonal relations are virtually independent of formal participation (faculty $r = .00$; department heads $r = -.04$).

Discussion

Some of the results presented above are consistent with our expectations concerning formal participation, but others are not. Similarly, some of the findings suggest that formal participation is a viable mechanism for changing the structure of control in community colleges, but other findings do not provide empirical support for the efficacy of these systems. Two results, in particular, may be viewed as "positive" from the perspective of those who believe in the viability of these formal systems. First, formal participation is associated with a somewhat more (but not significantly more) equalized distribution of control over managerial/institutional decisions. Second, the

"actual" distribution of control (in terms of the managerial/institutional domain) is more consistent with the distribution preferred by the members in the formally participative colleges than in the colleges which lack extensive formal arrangements for participation.

Three findings suggest that formal participation may not be associated with the type of control structure that some of its proponents may desire. First, administrators in the formally participative colleges have somewhat less influence over technical decisions than do administrators in the formally non-participative colleges. To the extent that participation is defined in terms of shared influence, this finding implies a decrease in participation vis a vis the administrators' involvement in the technical domain. Second, formal participation is not associated with any appreciable increase in total control over managerial/institutional decisions, and is associated with a slight decrease in the control exercised by all members over technical decisions. These findings are consistent with some of the previous research on formal participation which suggests that these formal systems, unlike informal or interpersonal participation, are not necessarily associated with an expansion of the "influence pie." Third, formal participation is not strongly associated with the perceived authenticity or power of the committees, nor is it associated with the quality of interpersonal relations. There is no compelling theoretical or pragmatic reason why formal systems should be positively related to favorable interpersonal relations; in fact, it could be argued that formally participative structures are more likely to be established in those colleges which lack a positive interpersonal climate and informal participation. However, it seems that "objective" measures of the formal participativeness of the colleges should be highly correlated with members' perceptions of the authenticity of the committee structures. Nevertheless, the most

formally participative colleges (in terms of the experts' ratings and the number of documented committees) were not necessarily those in which the members perceived the committee structure as highly authentic.

The finding that formal participation is not strongly related to either authenticity or to interpersonal relations is particularly interesting because the latter two variables explain more of the variance in members' perceptions of influence than does formal participation.[1] The perceived power of committees and, to a lesser extent, favorable interpersonal relations are associated with perceptions of high influence on the part of both faculty members and department heads. This implies that if committees are perceived as powerful and authentic mechanisms for participation, the amount of influence perceived by all groups in the organization is greater. However, since many members of the more formally participative colleges did not view the committee structures as authentic, the average total control for the formally participative colleges was not significantly greater than that for the non-participative colleges.

These somewhat ambiguous and inconsistent findings concerning formal participation may best be explained by considering the differences between authority and control in organizations. Formal participation implies that various groups within a college are provided with some legitimate authority over a spectrum of organizational decisions. Assuming that our measures of formal participation are adequate, we would expect that the formally participative colleges provided more members with more authority than did the formally non-participative colleges. This formal authority serves as a base of power and apparently is sufficiently strong to provide faculty in the participative

[1] This result may be due, in part, to a methods effect. Interpersonal relations and authenticity were measured by means of the same survey as was perceived influence, while formal participation was measured independently. Nevertheless, the findings seem sufficiently strong to indicate that something beyond a pure methods effect is operating.

colleges with some increase in control. However, the authority may not have been sufficient to imply either perceptions of high authenticity or perceived influence on the part of all organizational members. The problem may be that legitimate authority is only one base of power in social systems, and it is a base which is not always associated with an expansion of control.

French and Raven (1959) have identified five different bases of social power: reward, coercive, legitimate, referent, and expert power. Formal systems for participation are primarily concerned with legitimate power--the organization, or a legitimizing agent for the organization, delegates decision-making authority to members or groups of members. This legitimate authority, in and of itself, does not necessarily imply that committees will be powerful or that they will lead to greater total control. The authority merely gives a participative body the "right" to influence decisions; for various reasons, the committee may be unable or unwilling to exercise that right.

The potential of a formal participative system for expanding control may depend on the extent to which legitimate authority over particular decisions is delegated to groups which possess the expertise to deal with those decisions. If group members have the required expertise, the committee will be in a position to absorb uncertainty and to exercise control. Our findings suggest that the control of department heads over managerial/institutional decisions is particularly high when their committees are perceived to be powerful. Similarly, faculty members' perceptions of the power of committees explains some of the variance in their perceived technical influence. These findings could be interpreted to suggest that membership in a powerful committee can be used by the individual members to enhance their own actual or perceived influence. This interpretation assumes that committees, in and of themselves, possess a certain amount of control or power; however, it could

also be argued that the committees have only authority and that the expertise of the members activates and enhances the power of the committees. For example, administrators serving on managerial-oriented committees possess the expertise to absorb managerial uncertainty, to contribute to complex decisions, and to reach decisions which are likely to be implemented in the college. In this case, the administrators may perceive greater managerial/institutional influence due to their membership on this powerful committee--but the power of the committee may have resulted from the administrators' expertise in the first place. Legitimate power has not been found to be associated with the total amount of control in organizations; expert power, however, has been shown to be a base which is strongly associated with total control (Bachman, Bowers, and Marcus, 1968). If legitimate power is delegated to authorize the use of expertise, the result may be a significant increase in uncertainty absorption and decision-making influence.

The bases of power analogy also can be used to explain the relationship between interpersonal relations and perceived influence. If people are attracted to one another and interact in a positive manner, the greater their identification with each other and the higher the referent power (French and Raven, 1959). Under these conditions, members of committees are more likely to be open to each other's influence, and this can lead to an increase in the total control exercised by the committee. Additionally, favorable interpersonal relations may be associated with open communication, and this can provide members with the information they need to contribute to decisions. For example, a faculty member who perceives favorable interpersonal relations with department heads may be privy to information needed to contribute to managerial decisions. (This information could be provided by administrators who hold membership on a committee with the faculty member or by administrators

who do not hold such membership.) Finally, positive interpersonal relations may increase the probability that the decisions or recommendations made by a committee will be implemented. If committee members view the people in the college to be open, approachable, and responsive to their opinions, it seems likely that the college members will be receptive to committee decisions.

The implication is that if favorable interpersonal relations exist within a community college, formal participation can act to mobilize the potential contribution of these relations to decision making and uncertainty reduction. In this manner, the referent base of power can be reinforced by a legitimate base to increase the amount of influence exercised by organizational members. This conclusion is somewhat consistent with the finding that interpersonal relations explain some of the variance in the technical influence perceived by department heads, and some of the variance in the managerial/institutional variance perceived by faculty members. (It is noted, however, that the interaction between interpersonal relations and formal participation explains little variance in perceived influence. This suggests that interpersonal relations promotes influence outside the context of the formal committee structure.)

This paper was not intended to explore the relationship between power bases and formal participation, and our data do not lend unambiguous support for this interpretation. Nevertheless, the results at least suggest that power bases should be considered when exploring the effects of formal participation. Formally participative structures redistribute only authority and, in the absence of other power bases, may have marginal impact on the distribution of organizational control and even less impact on the total amount of control exercised by all organizational members. Formal participative structures may be established in community colleges in a haphazard

manner, with little consideration of the organizational context and other factors which may have implications for the effectiveness of the committees. While our data indicate some differences in control between the formally participative and non-participative colleges, these differences may be marginal in view of the time and energy members could be devoting to committee work. Our results suggest that the problems of control and hierarchy in community colleges can not be completely solved through the creation of an endless and complex array of committees. In addition to establishing committees, it seems necessary to consider the other bases of power within the college which can be used to support or supplement the authority base provided by the formal structure.

Table 1

The Effects of Formal Participation and Power of Committees on Department Heads' Perceived Control

	Increment in R^2 due to Formal Participation	Increment in R^2 due to Power of Committees	Increment in R^2 due to Interaction	Total R^2
Department Heads (N = 90)				
-Managerial/institutional control	.0131	.2200***	.0508*	.2839***
-Technical control	.0244	.0379	.0023	.0645
Faculty (N = 654)				
-Managerial/institutional control	.0327***	.1611***	.0012	.1950***
-Technical control	.0113**	.0263***	.0080*	.0456***

*p < .05
**p < .01
***p < .001

Table 2

The Effects of Formal Participation and Interpersonal Relations on Faculty Perceived Control

	Increment in R^2 due to Formal Participation	Increment in R^2 due to Interpersonal Relations	Increment in R^2 due to Interaction	Total R^2
Department Heads (N = 90)				
-Managerial/institutional control	.0131	.0400	.0041	.0572
-Technical control	.0244	.0998**	.0102	.1344**
Faculty (N = 654)				
-Managerial/institutional control	.0327***	.1130***	.0000	.1457***
-Technical control	.0113**	.0705***	.0015	.0834***

*p < .05
**p < .01
***p < .001

Table 3

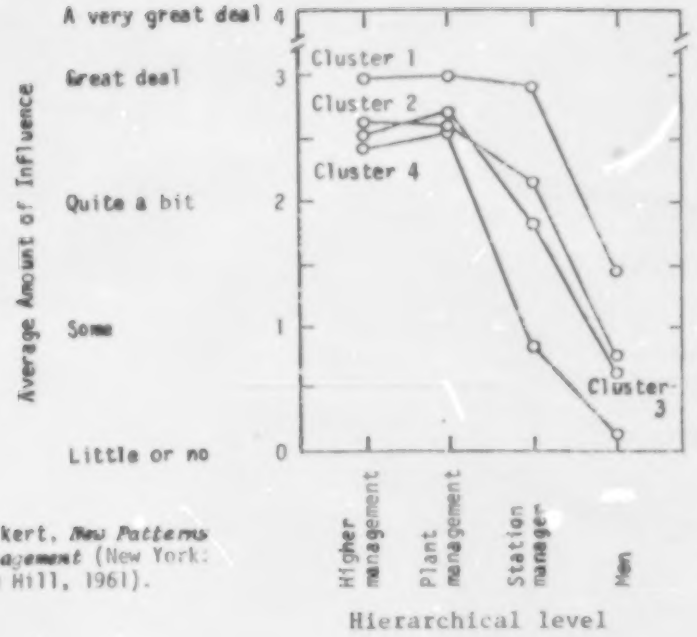
Intercorrelations of Predictors and Influence Variables: Department Heads (N = 90)

(1) Formal participation	1.0				
(2) Power of committees	.1430	1.0			
(3) Interpersonal relations	-.0413	-.0150	1.0		
(4) Managerial/institutional control	.1143	.4806	.1951	1.0	
(5) Technical control	-.1561	.1704	.3221	.3843	1.0
	(1)	(2)	(3)	(4)	(5)

Table 4

Intercorrelations of Predictors and Influence Variables: Faculty Members (N = 654)

(1) Formal participation	1.0				
(2) Power of committees	.1162	1.0			
(3) Interpersonal relations	.0024	.2845	1.0		
(4) Managerial/institutional control	.1807	.4183	.3362	1.0	
(5) Technical control	.1061	.1728	.2650	.2665	1.0
	(1)	(2)	(3)	(4)	(5)



*R. Likert, *New Patterns of Management* (New York: McGraw Hill, 1961).

Figure 1. The average amount of influence exercised by different hierarchical levels as seen by the men in different clusters of departments differing in participativeness.

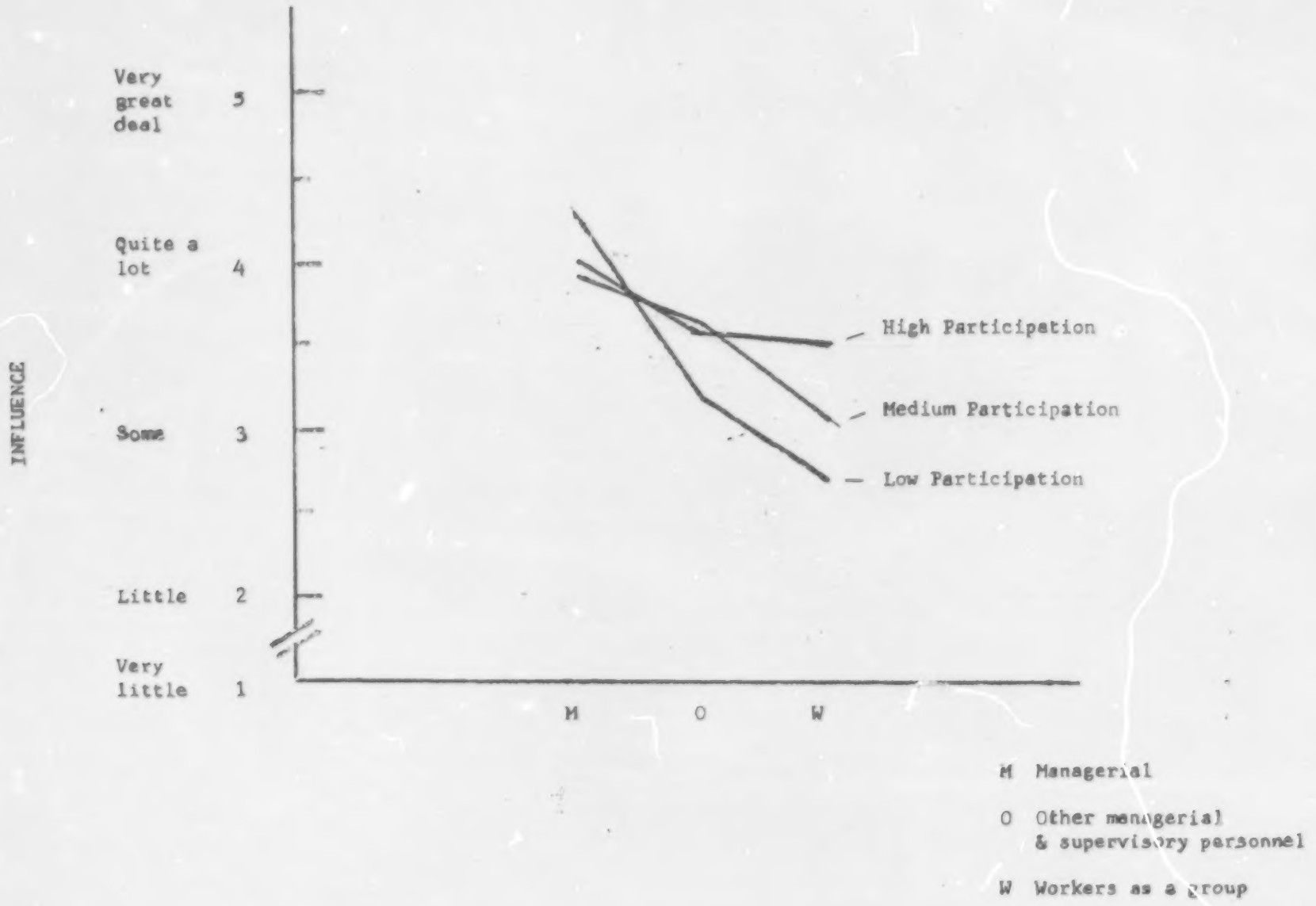
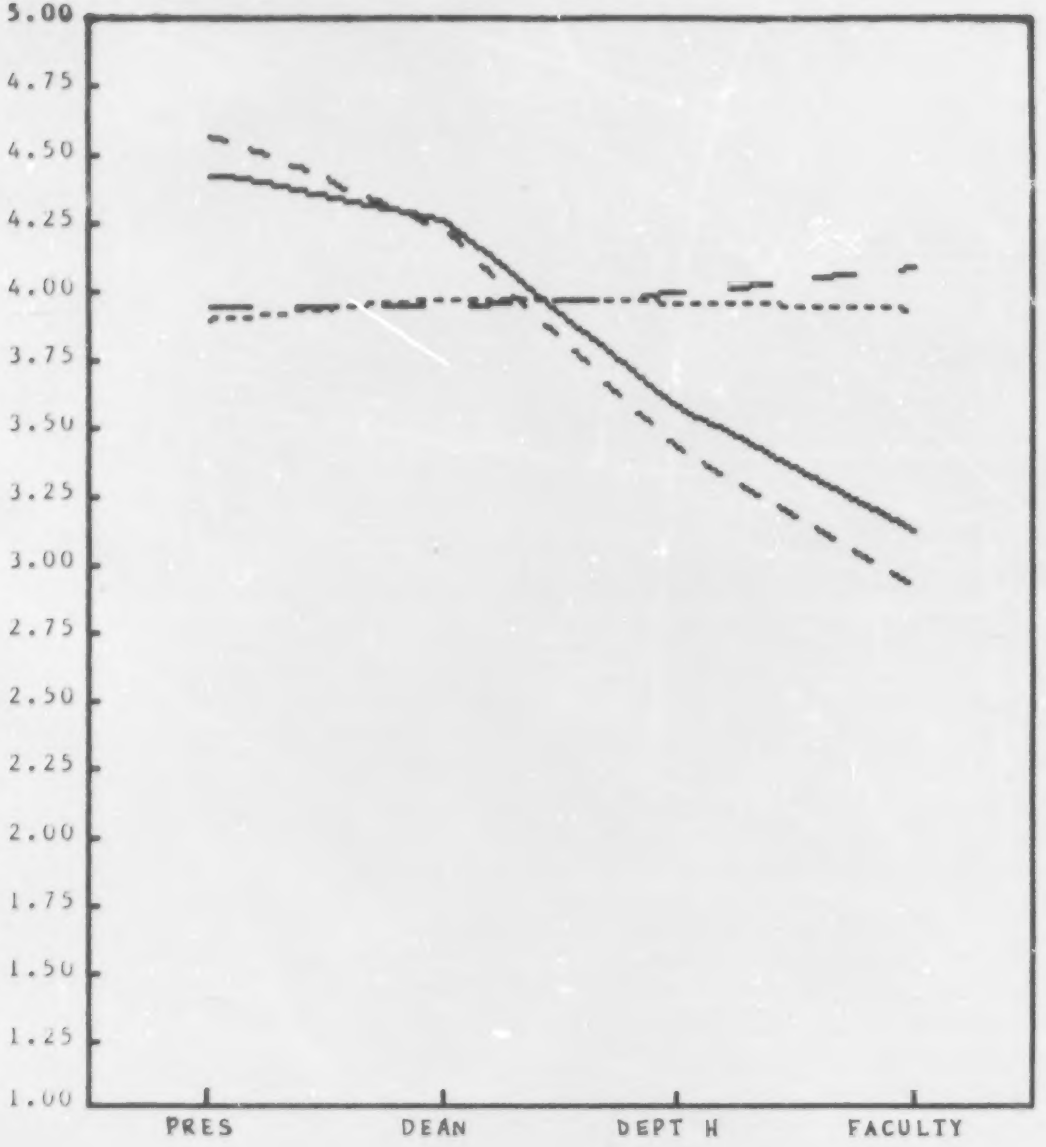


Figure 2. The distribution of influence in three types of plants[1]

[1] M. Rosner, Self-management in kibbutz industry. Center for Social Research on the Kibbutz, 1973.

CONTROL GRAPH--MANAGERIAL/INSTITUTIONAL CONTROL



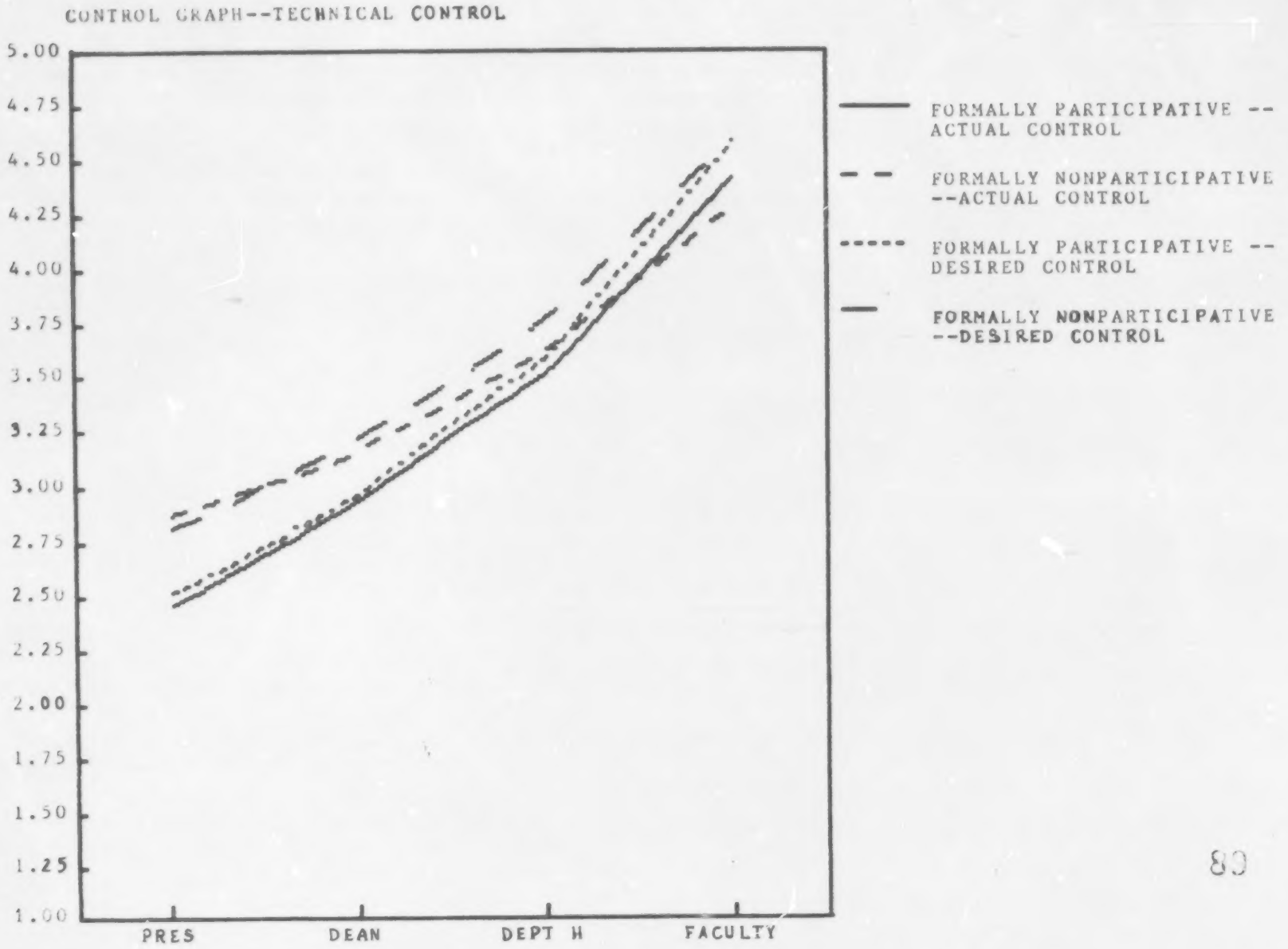
FORMALLY PARTICIPATIVE -- ACTUAL CONTROL

FORMALLY NONPARTICIPATIVE --ACTUAL CONTROL

FORMALLY PARTICIPATIVE -- DESIRED CONTROL

FORMALLY NONPARTICIPATIVE --DESIRED CONTROL

Figure 3


CONTROL GRAPH--TECHNICAL CONTROL
5.00
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FACULTY
FORMALLY PARTICIPATIVE -- ACTUAL CONTROL
FORMALLY NONPARTICIPATIVE --ACTUAL CONTROL
FORMALLY PARTICIPATIVE -- DESIRED CONTROL
FORMALLY NONPARTICIPATIVE --DESIRED CONTROL

Figure 4

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Part III

Attitudinal and Situational Influences on Community College Teacher Leadership Behavior

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Attitudinal and Situational Influences on Community College Teacher Leadership Behavior

The problem of predicting teacher behavior in the classroom is an important one both for those engaged in teacher selection and training and for those concerned with structuring educational organizations. Knowledge about how and how much a teacher's classroom behavior is determined by both his or her own attitudes about teaching and by the teaching situation itself can be used to improve both programs designed to select and programs designed to produce competent teachers. Similarly important for those internal or external change agents engaged in developing a constructive academic environment is knowledge about those organizational characteristics which influence teacher behavior. The directions that research on academic settings have often taken, though, have limited the knowledge base for solving problems regarding teacher behavior.

Organizational research, including that dealing with academic organizations, has often implicitly rejected the notion that individual behavior is a function of both variable individual characteristics and variable characteristics of the individual's environment. Lichtman and Hunt (1971) outline the theoretical orientations within organizational research which have led to the development of models disregarding either individual or more macro organizational characteristics as true variables. Two such theoretical perspectives have rejected important aspects of individual variability. "Traditional structuralists", including theorists from scientific management, administrative management and bureaucratic perspectives, have assumed that all people are "lazy, untrustworthy and [work] only for money". The impact of variability in organizational characteristics is treated by them as the single cause of the behavior and output of an organization's members. "Modern structuralists" are identified by Lichtman and Hunt as the more recent Human

Relations theorists who take a more positive, but equally invariant view of individual organization members. All organization members are assumed in the Human Relations framework to desire and to function well in highly participative settings. The result of both structuralist approaches has been prescriptions for organizational design which are appropriate only for those organizations primarily made up of individuals having the assumed characteristics.

A third approach derived from the Hawthorne studies (Roethlisberger and Dickson, 1947) and from the theoretical work of Lewin is labeled "personalistic" by Lichtman and Hunt. This approach has emphasized individual and group variability as the determinant of organizational structure variability while largely disregarding reciprocal organizational influences on individuals.

Systems theory, including various elaborations of one or another of its problem domains, represents Lichtman and Hunt's major integrating approach. This approach emphasizes the reciprocal influence of numerous variables both within a given social unit and external to it (i.e., in its environment). The concept of role provides the main link between individuals and the organizational structures which continue as individuals within particular roles come and go. Individual characteristics are important in a systems perspective because they influence the behavior of people acting within organizational structures.

"Teacher" is an organizational role the fulfillment of which is a function of both characteristics of particular teachers and of the situation in which they find themselves. The problem of understanding teacher classroom behavior, then, is appropriately treated within a systems framework.

Although teacher behavior has typcially not been treated in a systems framework, one-sided bits of information from research coming from other perspectives can be adapted to make predictions that are plausible within a systems approach.

The attitudes and beliefs of a teacher may reasonably be expected to affect the teacher's classroom behavior. Teacher attitudes and beliefs, including organizational influences on them may be seen as inputs to the classroom situation as an organizational subsystem. Contrary to the theory of individual characteristics in personalistic approaches, the behavioral expression of teacher attitudes and beliefs should be considered in interaction with organizational characteristics, a second set of subsystem inputs. The effects of organizational characteristics may occur apart from their effects on the teacher's attitudes and beliefs. Potentially salient organization characteristics include the college's role structure, its power and control structures, its norm structure and the behavior patterns of other organization members. A third set of variables, the behavior characteristics or behavior regularities of a particular class of students and, perhaps, various physical properties of the classroom situation may also predict teacher classroom behavior. Thus three levels of variables should be understood to impinge on the behavior of a teacher in a classroom setting. Teacher behavior in the classroom, an organizational subsystem, may be influenced by the attitudes and beliefs of the particular teacher, the observable actions of the class being taught, and the structure of the organization in which the class is being conducted.

The relative autonomy of classrooms within educational systems is likely to mistakenly lead to their theoretical treatment as closed, self-contained systems. Thus faculty characteristics and characteristics of their students are likely to be abstracted by researchers from organizational characteristics which may either have important directs on teacher behavior or indirect effects on teacher behavior

by influencing teacher attitudes and student behavior in class. Indeed, the classroom, which constitutes the technological core of most educational systems, is quite well buffered, but so are the technological cores of other organizations (Thompson, 1967).

It is necessary to specify a particular teacher behavior construct before specific organizational, attitudinal, or classroom characteristics can be identified which may influence it. One aspect of teacher behavior likely to be interesting as a factor affecting student development and which may be partially predictable from variables in the categories mentioned is teacher leadership behavior. Prior analysis of data on community college teachers to be discussed further here identified a classroom analogue of the "System 4" behavior construct developed by Likert (1961, 1967) and operationalized both by Bowers and Seashore (1966) and in the Survey of Organizations (Bowers and Taylor, 1974). This construct represents an actively participative behavior pattern rather than either an autocratic or a laissez-faire style of organization management and leadership. It is characterized by both active direction of subordinates', or in this case students', activities and receptivity to their influence. Likert (1967) presents System 4 management (which he also calls "participative group" management) as a homogenous pattern. In some situations this behavior pattern can be separated into relatively independent dimensions (Taylor, 1971) while in others, such as in the present sample, it appears as a behavioral "type" (Franklin, 1975). Three of the items in the teacher behavior scale used in the Survey of Organizations (SOO) and reported in the articles by Franklin and Taylor are included in the present teacher behavior scale (i.e. items 3, 4, and 5 in Table 1). The first of these falls into the Support subscale while items 4 and 5 are included among the SOO Goal Emphasis items. The other two items in the present scale are quite similar to other

System 4 behavior items, Item 1 is similar to other Work Facilitation items while item 2 is similar to other support items.

Insert Table 1 about here

Weissenberg and Kavanagh (1969) demonstrate the variety in degrees of independence between the Ohio State leadership dimensions, consideration and initiating structure, by reviewing the research using the Ohio State scales. As argued by Bowers and Seashore (1966), the Ohio State dimensions are similar in many respects to the S00 measures. Schriesheim and Kerr (1976) point out the lack of independence in many situations characterizing the commonly used questionnaire measures of leader behavior dimensions. High interdependence among items in one situation which are found to be relatively independent in other settings, though, should not always be taken as a lack of divergent validity. In situations where one would expect subordiantes to value the performance goals of the leader otherwise independent dimensions such as supervisor support and participativeness should be related both to one another and to certain kinds of production or performance oriented behavior. In a college classroom setting, a teacher's ability to motivate students by maintaining reasonably high standards and his or her responsiveness to the students' influence attempts probably represent personal support to those students who value learning. For others, they should certainly represent lack of class monotony and boredom. Thus it is reasonable to expect that the items in the present teacher System 4 behavior scale should be interrelated. Having prior knowledge from the feedback report to study participants (Bradford, Cooke, Tannenbaum, and Tsuchiyama, 1974) that a System 4 behavior syndrome does in fact exist in the present sample, this

behavior pattern has been taken as the major dependent variable in the present research.

Given the value of treating several types or levels of organizational determinants of behavior, three were selected as likely predictors of teacher System 4 behavior. These variables are; 1) teacher participative - autocratic attitudinal orientation, 2) teacher perceptions of the competence of a particular class of students which they are currently teaching, and 3) teacher perceptions of college participativeness in decision making.

The participative aspect of the System 4 syndrome is a key to predicting its determinants. A teacher's attitudes concerning appropriate sources of organizational control and influence should correspond to his or her actual participativeness in the classroom situation if attitudes are indeed reflected in behavior (Tannenbaum, 1968). The effect of such attitudes are especially important since they are likely to be primary foci of an individual's prior training in preparation for teaching. They probably represent one of the major results of professional socialization outside the individual's particular content area.

Research reported on the determinants of leader behavior in a variety of settings including educational ones, though, has found little evidence that a leader's attitudes toward different leadership patterns have any substantial effect on actual behavior. Both Korman's (1966) review of the consideration and initiating structure literature and Kerr and Schriesheim's (1974) "update" of it have reported little relationship between a supervisor's attitudes toward leadership behavior and his actual behavior. Wicker (1969) reviews extensively the literature on attitude-behavior relationships of all kinds and emphasizes the general inability of researchers to establish strong connections between attitudes and behavior experimentally. Fishbein and Ajzen (1975) develop further some of Wicker's explanations for the difficulty in connecting attitude and behavior.

They provide suggestions for methodological and conceptual improvements by pointing out differences between successful and unsuccessful attitude-behavior research. One promising modification of a personalistic explanation of behavior which does not fall into a situationalistic determinism is the suggestion that attitudes serve largely to influence or moderate the effects of situations on behavior. Thus while the prediction that the more participative a teacher's attitudinal orientation is the more likely he or she is to exhibit System 4 behavior is conceptually reasonable, other less direct effects of these attitudes should also be considered.

A teacher's behavior should be directly affected by the competence of each particular class with which they are dealing. Evidence for predicting high performance by subordinates increases the amount of influence and support they are given comes from both experimental and field research dealing with social influence in various ways. In one of the early uses of the cross-lagged correlation technique, Farris (1966) concluded that subordinate performance influenced leader consideration and structure more strongly than consideration or structure influenced performance. In an experimental follow-up, Farris and Lim (1969) demonstrated that the prior work ability of a group strongly influenced a leader's decisions about how to deal with that group. Lowin and Craig (1968) found that good subordinate performance increased a supervisor's consideration and decreased his structuring by assigning subjects as supervisors of either competent or incompetent subordinates who were actually confederates of the experimenters. Stogdill (1974, p. 324) reports that "Ashour and England (1971) found that perceived follower competence was the major determinant in assignment of discretionary tasks". Hollander's (1964) theory of leader emergence includes the idea (empirically supported) that the capable individual is allowed more influence in an otherwise

undifferentiated group of peers than is the less competent person. Thus there is a substantial body of empirical and theoretical literature which supports the prediction that students who perform well will be given more classroom influence and will consequently describe their teacher as supportive, participative and as doing other things which students see as being constructive and helpful.

There is also evidence that the participativeness of the organizational setting including that of a supervisor's own superior influences his behavior. This evidence is likely to be relevant to the teacher in the position of classroom leader. Fleishman's (1953) attempts to use a human relations training program gram to influence the behavior of industrial supervisors was frustrated by their reversion to prior behavior patterns when put back on the job. It was found that a person's consideration behavior on the job was related to that of their own superior even more strongly than it was related to their own attitudes. Punch (1967) in a school setting found the structuring behavior of principals positively related to an index of school bureaucracy while their consideration behavior was negatively related to it. Pierce (1970) reports that the self-reported consideration of a supervisor was proportional while his structuring was inversely proportional to his superordinate supervisor's consideration. No relation was found between the superordinate supervisor's structuring and the subordinate supervisor's structuring. Although the consideration and structure scales used in studies of effects of organizations on organizational supervisors may be conceptually distinct from participativeness, it has been effectively argued that some items contained in both scales include participativeness related items (Lowin, Hrapchek and Kavanagh, 1969). In a more explicitly participation-oriented study, perceived influence on superiors and perceived autonomy from superiors was shown to be proportional to a subordinate supervisor's participativeness in a sample studied by Blankenship and Miles (1968). These results provide

good empirical support for predicting that teachers in a participative college will be more participative themselves than those in a less participative setting.

Several predictions can be made about how participative or autocratic attitudes toward classroom control should affect the relationship between the two other predictors (college participativeness and student competence) and teacher System 4 behavior. A participative-autocratic attitudinal dimension is best represented by the discrepancy between ideal student influence and ideal faculty influence, the two influence attitude measures available for the present sample, than by either influence ideal alone. Since there has been little work on teacher attitudes as moderators of situation-behavior relationships, these predictions must be made tenuously. Several completely contrary hypotheses must be considered equally tenable prior to evidence from empirical results.

Faculty who desire high student influence relative to faculty influence may be more affected by the competence of a particular class than would those desiring less student influence. Such a prediction is based on the premise that if a teacher is open to student influence he will act in such a way as to encourage such influence when he feels it will be productive in a given situation (i.e., with capable, interested students) though he will not feel compelled to be participative under other circumstances. Teachers having more autocratic attitudes, on the other hand, may be uniformly closed to the possibility of very great student input. The idea that meaningful student influence may be constructive is considered untenable. The competence of a particular class, then, would have no effect on the behavior of such a teacher.

The reverse possibility, though, also deserves consideration. It could be the case that those desiring relatively high student influence are uniformly willing to act in a Systems 4 manner while those prefering relatively high

faculty influence are willing to be participative and to act in other ways consistent with a System 4 pattern only with particularly competent classes. Two opposing hypotheses about the moderating effects of teacher influence attitudes should thus be considered.

A similar situation exists in the case of the moderating effects that influence attitudes have on the effects of college participativeness on teacher behavior. A teacher preferring relatively high student influence may be more strongly affected by the participativeness of the college than would an autocratic teacher. A System 4 pattern of behavior would thus be a real possibility to the teacher with participative attitudes. The college may support these attitudes, intentionally or unintentionally, and encourage participativeness in the classroom through promoting faculty participation in issues which affect them. Lack of college participativeness, though, may reduce the expression of System 4 behavior, even when it does not eliminate the verbal expression of participative attitudes. System 4 behavior may have a higher threshold for expression than does the merely verbal expression of participative attitudes. A lack of participativeness in the college as a whole may be enough to dampen the openness of its professors with participative attitudes. Autocratic teachers, on the other hand, may accept the influence they are permitted as being rightfully theirs just as control of classroom matters is rightfully theirs. Consequently, they would not respond to college participativeness by encouraging participation on the part of their own subordinates, the students.

Conversely, the autocratic teacher may follow the control pattern of the institution of which he is a part. If such is the case, then the participativeness of the college would have a great effect on such teachers. The teacher with participative attitudes may, on the other hand, behave in a System 4 manner regardless of the prevailing pattern of control in the institution.

Several hypotheses including two pairs of alternative moderated effect hypotheses have been presented which may be summarized in three groups.

Hypothesis 1: The discrepancy between ideal student influence and ideal faculty influence will be related to teacher behavior such that participative teachers will exhibit more System 4 behavior than will autocratic teachers.

Hypothesis 2: Student competence will have a positive relationship to teacher System 4 behavior.

Hypothesis 2a: The relationship of student competence to teacher behavior will be most strongly positive for those teachers preferring high student influence relative to faculty influence (i.e., for those with participative attitudes).

Hypothesis 2b: The relationship of student competence to teacher behavior will be most strongly positive for those teachers with autocratic attitudes.

Hypothesis 3: College participativeness will be positively related to teacher System 4 behavior.

Hypothesis 3a: The relationship between college participativeness and teacher behavior will be most strongly positive for those teachers desiring high student influence relative to faculty influence (i.e., for those with participative attitudes).

Hypothesis 3b: The relationship between college participativeness and teacher behavior will be most strongly positive for autocratic teachers.

Method

Sample. The present subjects are a subgroup from a set of over 3,000 administrators, faculty members and students who were affiliated with institutions in a sample of 10 community colleges from the North Central Accreditation and Evaluation Region. The present subsample consists of 124 faculty members each with a matched group of students from one of the courses which that faculty member taught. Questionnaires were administered to a faculty member and his class during one class period. Classes ranged in size from 3 to 70 students, the average being 19.

Instruments. The data were collected using a questionnaire developed by Tannenbaum and Cooke (1976). Many of the items are adapted or taken directly from the Survey of Organizations (Taylor and Bowers, 1972) developed by the Center for Research on the Utilization of Scientific Knowledge in the Institute for Social Research at The University of Michigan. The measures used here are scales derived from items in the Tannenbaum and Cooke questionnaire. The items included in each of these scales appear in Table 1 and descriptive measures relevant to each are shown in Table 2. Reliability coefficients are assessed as outlined in Cronbach's (1951) presentation of coefficient alpha. The teacher System 4 behavior scale values were derived by first calculating the mean of each class's responses to questions referring to their teacher and then averaging across the items included in each scale. Values on the other scales are simply means of teacher responses to that scale's items. Although attention needs to be kept on possible predictor multicolinearity, the independence of the criterion data source from the respondents supplying the predictors avoids one common source of spurious correlations in correlational research designs.

Insert Table 2 about here

The teacher System 4 behavior scale has already been described as the theoretical framework was developed. The reliability of that measure is quite adequate (α=.92). The item to scale correlations indicate that no single item is much more central or more peripheral to the scale than is any other.

The first predictor of teacher behavior, student competence, is measured by three items through which the teacher described the class (Table 1). Two of these items (#7 and #8) are worded very similarly to those in the teacher behavior scale (#3 and #4 respectively). Both teachers and students are asked about the extent to which the other "maintain(s) high standards of performance." The meaning of the second item which is asked of both groups probably differs according to the group which is being described. When one asks students about the extent to which their teacher "pay(s) attention to what (they) have to say," the students are likely to answer primarily in terms of the amount to which they feel their teacher is open to influence. When one asks teachers about how much students pay attention, the teachers are likely to respond largely according to how much the students try to absorb information the teacher tries to communicate. In general, the student competence scale reflects the degree to which teachers perceive their classes to be attentive, committed to academic excellence, and to be "creative, interesting, and stimulating." The reliability of the scale is adequate (α=.80), and no item is related especially strongly or especially weakly to the scale as a whole. The variance of this scale is the lowest of the six scales in Table 2. This low variance is probably because the scale represents the aggregation of responses both across students and across items.

The second predictor, college participativeness, is composed of three items dealing with decision making practices of the college. They cover issues such as how much people who are influenced by the college's decisions have influence in making them, the extent to which people with the best information make the decisions,

and whether or not the college's decisions can be appealed. The reliability coefficient is again acceptable (α=.77). The question involving whether or not a teacher can appeal a decision adversely affecting him or her is slightly less strongly associated with the overall scale than are the other two items.

The two separate influence scales from which the attitude discrepancy scale was derived have relatively low reliabilities. The reliability coefficient of the ideal student influence scale is .74, while that of the ideal faculty influence scale is .64 (Table 2). It appears from Table 1 that these relatively low reliabilities are due partly to a lack of homogeneity, especially in the case of the ideal faculty influence. It is also evident that influence in the classroom is the least strongly related item to the scale totals in both scales. The especially low relation of ideal faculty influence in the classroom to the scale total and thus the low reliability of the scale is due partly to the lack of variance in that item. 96% of all teachers feel they should have "quite a lot of influence," or "very great influence" in classroom matters.

The reliability of the ideal student-faculty influence discrepancy score is the most problematic of the scales used here (α=.49). The problem of unreliability in discrepancy scores is discussed in some depth by Tucker, Damarin, and Messick (1966) and by Cronbach and Furby (1970). The reliability of this score should be improved before it is used in applied work. The procedure used to derive and trichotomize the ideal student-faculty influence discrepancy score is presented in the discussion of the analytic procedures used.

Insert Table 3 about here

Analytic methods. The analytic procedure was carried out in three major sections. First, Pearson product-moment correlations were calculated between two predictors student competence and college participativeness, and teacher behavior. These were tested for significance using Fisher's Z_r transformation (Hays, 1973). Second, an ideal student-faculty influence discrepancy score was calculated using Tucker, Damarian, and Messick's (1966) algorithm. This discrepancy score was then correlated with teacher behavior and tested for significance. The main effects relationships derived from the first two steps can be seen in the scale intercorrelations presented in Table 3. Third, the ideal student and faculty influence discrepancy scores were trichotomized. The trichotomized discrepancy scale was used as a moderator of the relationship of both student competence and college participativeness to teacher behavior. Separate correlations were calculated between the predictors and teacher behavior for each level of the moderator (Table 4). The differences predicted among each set of three correlations are tested for significance using a generalization of the Fisher Z_r transformation. Since the second and third steps involve less common analytic methods than the first, they will be discussed in greater detail.

Insert Table 4 about here

Tucker, Damarin and Messick (1966) suggest an algorithm for what they call a "base free measure of change" or discrepancy intended for correlational work. This method may be understood as deriving three components from the raw difference between two comparable measures. One component consists of that portion of the true (reliable) variance in the "second" measure which is wholly predictable from the true variance in the "first". This component is labeled the "dependent" gain, change, or discrepancy. A second component consists of the true variance in the

second measure which is independent of the variance in the first. This component is labeled the "independent" gain. The third component is an error (unreliable variance) component. The "discrepancy" score whose correlation with a third variable is of interest for the present work is the independent gain score. This score is derived in three steps. First, the most error-free index available of each predictor is constructed by multiplying each by a reliability estimate. Cronbach's alpha (Cronbach, 1951) was used in the present case. Second, the second variable is regressed on the first using standard regression procedures and the residuals are derived. Finally, the residual variance in the second variable is correlated with the third (or "outside") variable. The reliability of the discrepancy score can be assessed using a formula provided by Tucker et al. (1966). The resulting discrepancy score is "base free" in the sense that it is uncorrelated with the "first" score. Conceptually, this score in its present application represents the difference between the real ideal student influence value and the value one would expect from a given teacher's ideal faculty influence score. Care needs to be taken in conceptualizing which score is subtracted from which since Tucker et al. warn that this choice will influence resulting correlations. The choice to subtract faculty ideals from student ideals was made because it emphasized egalitarianness or participativeness rather than an autocratic orientation as would have been the case had the reverse procedure been used.

The third step in the analytic procedure involves splitting a continuous variable. Such a method is commonly used along with various correlational procedures under the labels "heterogeneous regression" (Velicer, 1972), "quadrant analysis" (Dunnette, 1972), or merely "moderator research" (Ghiselli, 1972). Various criticisms of continuous variable categorization, both in itself and as

a basis for assessing moderation, have been made. One of the strongest criticisms is that substantial variance is lost when continuous variables are split. Kerlinger and Pedhazur (1975) make this criticism using an example in which dichotomous splitting of a continuous variable changes an important relationship into a trivial one. Quite recently though, Wylie (1976) demonstrated that trichotomous splits or groupings using even more categories result in much smaller variance losses than do dichotomous splits. Wylie's results suggested that though variance loss through variable trichotomization is not trivial, such grouping is not a serious enough problem to eliminate its usefulness. The variance maintained after splitting the discrepancy score used in the third step of the present procedure may be estimated by squaring the correlation between its continuous and trichotomized versions.

A further criticism of assessing moderation by splitting the proposed moderator is that a correlation between the moderator and the predictor can result in a merely apparent moderating effect (Abrahams and Alf, 1972). This problem becomes more critical as the relation between the predictor and criterion increases (Dunnette, 1972). The scale intercorrelations in the present analysis (Table 3) are generally low enough to keep this problem from influencing the interpretation of results, although the relationship of .29 between student competence and the discrepancy score should be noted. A major reason for comparing correlations or regression coefficients at different levels of a categorized variable is that the results are easily interpreted. The various multiplicative interaction terms suggested by Cohen (1968) and Saunders (1956) are less obviously interpreted.

The ideal student-faculty influence discrepancy score was split to separate those teachers with scores below -.1 and .1, and those above .1. The "participative group thus consists of teachers whose student influence ideals are lower than

would be predicted from their faculty influence ideals. The "moderate" group includes teachers whose student influence ideals are about as would be expected, while the "autocratic" group includes teachers whose student influence ideals are relatively low given their faculty influence ideals. The correlation between the continuous discrepancy score and the split score is .86 indicating that about 23 percent of the variance in the continuous scale was lost through the splitting procedure.

Separate correlations were calculated between the two predictors and teacher behavior for each level of the moderator. Residuals were then calculated after regressing student competence and teacher behavior on college participativeness. Partial correlations were formed separately by correlating the residuals at each level of the ideal student-faculty influence discrepancy moderator. An analogous procedure was followed to produce moderated partial correlations between college participativeness and teacher behavior.

The hypotheses involving attitude moderated relationships are tested using a V statistic presented by Hays (1963, pp. 662-663). This statistic is a generalization of Fischer's Z_r to the n correlation case. V is distributed as a χ^2 (chi-square) variable with degrees of freedom equal to the nubmer of correlations being compared minus one. When partial correlations are being compared, V is adjusted according to the suggestion made by Hays (1963, pp. 710-712) for adjusting Z_r when partial correlations are being tested for significance.

Results

Main effects. The only noteworthy correlate of the way a class describes its teacher's behavior is the teacher's perceptions of student competence ($r=.34$, $p<.001$; Table 3). Thus Hypothesis 2 is supported. None of the other predictors approach statistical significance. Teacher attitudes toward influence do not seem to be directly related to one form of behavior which would be expected to be influenced

by such attitudes. The correlations of tne components of the discrepancy score (ideal student influence and ideal faculty influence) have similarly low relationships with teacher behavior (not presented), thus it is not the procedure involved in deriving the discrepancy score which removes or "washes out" a stronger effect of one of the components. College participativeness has a similarly low relationship to teacher System 4 behavior. Thus only one of the main effects hypotheses are supported in this sample of teachers and classes while Hypothesis 1 and Hypothesis 3 are unsupported.

Attitude moderated correlations. The pattern of differences among the correlations at each level of the ideal student-faculty influence discrepancy moderator are fairly similar for both the partialed and the unpartialed correlationstions.[1] Two striking differences appear between faculty who value relatively high student influence and those who prefer low student influence relative to faculty influence. First, the competence of the students being taught has a strong influence on a teacher's System 4 behavior except for those teachers prefering relatively low student influence. The effect of student competence is such that teachers of competent classes have a greater tendency to follow a System 4 behavior pattern than do teachers of less competnet classes. The patterns of correlation and significance levels of the V statistic are nearly identical regardless of whether or not college participativeness is controlled.

Second, the college's participativeness in decision making is proportional to System 4 behavior for teachers prefering relatively high student influence. This relationship is only significant when student competence is controlled. Although there is a negative relationship between college participativeness and teacher behavior at the low and moderate levels of ideal student minus faculty influence, these relationships are not significant even when

controlling for student competence.

Hypotheses 2a and 3a are supported while Hypotheses 2b and 3b are not. Both sets of moderated relationships are consistent with the idea that participative attitudes indicate that a teacher will vary his or her behavior according to the requirements of the situation. Teachers with autocratic attitudes do not vary their behavior in that way. As the lack of main effects relationships between faculty attitudes and faculty behavior shows, though, faculty with participative attitudes are not in general more likely than those with less participative attitudes to exhibit System 4 behavior.

Discussion

Faculty members' attitudes and beliefs, their perceptions of particular classes and their assessment of college participativeness appear to influence their classroom behavior, at least as their behavior is perceived by their students. A systems approach led to the identification of appropriate potential behavior determinants. Several predictions adapted to that framework from other research and theory were supported. A systems approach is likely to remain a useful research stimulant in the teacher behavior area.

Although the dynamic equilibration process often emphasized in systems approaches (Katz and Kahn, 1966) implies that any two variables are likely to influence one another either directly or indirectly (or both), major directions of influence are theoretically useful to identify. Directional inference is certainly necessary for the practitioner. The relationship of faculty perceptions of student competence with faculty behavior is perhaps the most difficult to interpret directionally in this sample even though directional interpretation is plausible from the research reviewed. At least one counter explanation to the interpretation that teachers behave in a more System 4 manner when they deal with competent classes than with less competent classes is reasonable.

The major criticism is that teacher reports of a particular class's performance may reflect teacher attitudes towards students in general and thus influence simultaneously 1) their own behavior toward students apart from their perceptions of any particular class and 2) the actual performance of their students. Although the .29 correlation between student competence and the ideal student-faculty influence discrepancy influence supports the suggestion that general attitudes toward students may influence perceptions of particular classes, the .01 correlation between these same attitudes and behavior makes an attitudinal explanation of behavior unlikely. Many teachers can certainly recall depending on the self-direction of those students who are either less concerned or overtly hostile in the classroom setting. One implication for those dealing with a teacher behavior is that a school's policy regarding the selection of students and their socialization to college classroom situations may have implications for the behavior of teachers regardless of teachers verbalized attitudes towards student influence. Another implication is that classes covering material which the students taking the class are relatively unprepared to deal with are likely to limit a teacher's System 4 behavior. That is, student classroom competence should be seen as potentially being a function of both student characteristics and of the situation in which they find themselves.

Those faculty members who value high student influence relating to faculty influence respond more strongly and more positively to a college's participativeness than do those valuing less student influence. College responsiveness to teachers' influence attempts was more important for teachers in this sample with participative attitudes than for those with autocratic attitudes. Colleges having selection policies which bring in teachers preferring high student influence in college affairs relative to faculty influence should be prepared to be responsive to faculty influence attempts if they want these attitudes to be constructively

reflected in teacher classroom behavior. Those colleges that are aware that faculty influence in decision making is lacking may find that faculty with less participative attitudes are equally or more than equally participative in classrooms compared to faculty members with more participative attitudes toward student influence.

Two implications for educational and organizational theory are that 1) individual, group and organizational factors may all include useful variables for predicting individual behavior in organizations, 2) individual characteristics may influence the impact of other variables on behavior even when they are not useful predictors on their own. In addition to the limitations of organizational research discussed by Lichtman and Hunt (1971), interactions among variables at the same level of analysis have not been well treated. When individual characteristic constructs, for example, are dealt with as variables rather than constants, care should be taken to conceptualize how they are distinct from one another and in some cases how they may interact.

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Footnotes

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[1]The same set of partialed and unpartialed correlations were also calculated using a different trichotomization of faculty influence attitudes. This split separated teachers below -.2. those between -.2 and .2 and those above .2. The pattern of correlation differences using this split was quite similar to that reported above.

Table 1

Scale Items and Item to Total Correlations

Item	Correlation with total scale ($\underline{r}^2$)	Item variance ($\hat{\underline{s}}^2$)
Teacher behavior[a]		
1. To what extent does the instructor of this class provide you with information that lets you know how you are doing?	.73	.26
2. To what extent does your instructor make you feel free to take your complaints to him?	.80	.25
3. When you talk to your instructor, to what extent does he pay attention to what you have to say?	.81	.17
4. To what extent does the instructor of this class encourage people to give their best effort?	.84	.22
5. To what extent does the instructor of this class maintain high standards of performance?	.75	.22
Student competence[a]		
6. To what extent do you find these students to be creative, interesting, and stimulating?	.64	.85
7. To what extent do these students pay attention to what you have to say?	.62	.67
8. To what extent do the students in this class maintain high standards of performance?	.68	.69

Table 1 (cont.)

Scale Items and Item to Total Correlations

Item	Correlations with total scale ($\underline{r}^2$)	Item variance ($\underline{s}^2$)
College participativeness[a]		
9. When decisions are made in this college, to what extent are the persons affected asked their views?	.66	1.27
10. In this college, to what extent are decisions made by those who have the most accurate information?	.64	.80
11. To what extent do you feel you can appeal a decision that adversely affects you as an individual?	.55	1.52
Ideal student influence[b]		
12. How much influence <u>should</u> the following groups or person(s) actually have in determining the major goals of this college? (students)	.63	.69
13. How much influence <u>should</u> the following groups or person(s) actually have on the day-to-day administration of this college? (students)	.65	1.08
14. How much influence <u>should</u> the following groups or person(s) actually have on course activities? (students)	.44	.72

Table 1 (cont.)

Scale Items and Item to Total Correlations

Item	Correlations with total scale ($\underline{r}^2$)	Item variance ($\hat{\underline{s}}^2$)
Ideal faculty influence[b]		
15. How much influence should the following groups or person(s) actually have in determining the major goals of this college? (faculty)	.53	.48
16. How much influence should the following groups or person(s) actually have on the day-to-day administration of this college? (faculty)	.48	.83
17. How much influence should the following groups or person(s) actually have on course activities? (faculty)	.34	.32

[a]Response alternatives: (1) to a very little extent; (2) to a little extent; (3) to some extent; (4) to a great extent; (5) to a very great extent

[b]Response alternatives: (1) very little influence; (2) little influence; (3) some influence; (4) quite a lot of influence; (5) very great influence

Table 2

Scale Descriptive Measures

Scale	Number of items	Number of cases	Descriptive measure: Lowest level	Highest level	Mean	Standard deviation	Reliability (alpha)
1. Teacher behavior	5	124	2.34	4.45	3.72	.41	.92
2. Student competence	3	120	1.33	5.00	3.45	.72	.80
3. College participativeness	3	124	1.00	5.00	2.93	.91	.77
4. Ideal student influence	3	124	1.67	5.00	3.54	.74	.74
5. Ideal faculty influence	3	124	2.00	5.00	4.22	.56	.64
6. Ideal student-faculty influence discrepancy score	3	124	-1.29	1.18	.00	.49	.49

Table 3

Scale Intercorrelations

Scale	Scale abbreviation			
	TSB	SC	CP	IDS
Teacher System IV behavior (TSB)	1			
Student competence (SC)	.34	1		
College participativeness (CP)	.01	-.03	1	
Ideal student-faculty influence discrepancy score (IDS)	.01	.29	-.02	1

Table 4

Situational Predictors of Teacher Behavior Moderated by Ideal Student-Faculty Influence Discrepancy Score

Moderator and level	N	Coefficient r	Coefficient Partial[1] r	Coefficient V	Coefficient V[1] (partials)
Student Competence					
Ideal student-faculty influence discrepancy score					
Participative	52	.50**	.51**	7.26*	7.36*
Moderate	19	.56*	.55*		
Autocratic	49	.06	.05		
College Participativeness					
Ideal student-faculty influence discrepancy score					
Participative	54	.16	.32*	2.91 N.S.	7.34*
Moderate	20	-.27	-.31		
Autocratic	50	-.10	-.14		

*$p < .05$ (two-tailed for Pearson's r; χ^2 test for Hays' V)
**$p < .001$ (two-tailed)

[1]Student competence is controlled in the partial correlations between college participativeness and teacher behavior. College participativeness is controlled in the partial correlations between student competence and teacher behavior.

SURVEY
RESEARCH
CENTER

Part IV

COMMUNITY COLLEGE SURVEY

FEEDBACK REPORT

October 31, 1974

INSTITUTE FOR
SOCIAL RESEARCH
THE UNIVERSITY
OF MICHIGAN
ANN ARBOR,
MICHIGAN 48106

This report presents data collected through questionnaires administered in the Spring of 1974 to students, faculty and administrators in ten community colleges including your own. All of the colleges are in the Middle States and North Central regions. They vary in size from approximately 1400 to 3400 students and all are roughly comparable to yours in type of community and make-up of the student body. The research reported here was supported by a grant from the National Institute of Education.

Data are presented in the form of averages for students, faculty, and administrators, first in your college and then in all ten colleges combined. The students selected for the survey include about 300 in each college, taken from a probability sample of 15 classes varying in size from 15 to 25 students. The faculty members selected include all full-time faculty and a very small number of part-time faculty, averaging about 65 persons per college. The administrators include about 13 persons in each college, such as the president, deans and department heads who have "line" responsibility.

The report consists of two main sections. The first section presents data on a number of indexes each of which summarizes the results of several component questionnaire items. We constructed these indexes after determining that the questions to be included in each index correlated with one another reasonably well. We therefore felt justified in averaging the results for the several questions, providing in this way reasonably reliable indexes of the factors that the components were designed to measure. Each index is defined in the report, and the component questions are indicated.

The second section of the report presents the results for the individual questions asked in the questionnaire, including the questions that enter into the indexes. Data from only a very few questions are not reported. In general, high scores on the following indexes and questions represent favorable responses unless otherwise indicated. (Scales for some questions in the questionnaire were reversed for purposes of this presentation in order to maintain the rule that high scores indicate favorable responses.) In most cases, the highest score possible is 5 and the lowest is 1.

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An Approach to Using the Survey Data

Educational organizations frequently participate in research programs – yet members of those organizations often gain little from their participation. Even when research data are provided, they are often difficult to interpret and therefore poorly utilized. Our research team is providing you with two reports which we hope will be useful. This "Feedback Report" is our first. In it we present data about your college along-side data from the other colleges in the research. A second report will describe relationships between variables such as the relationship (or lack of relationship) between participation in decision making and the satisfaction of college members. We provide suggestions in the following paragraphs to help you interpret the results of the questionnaire in your college and hopefully to effect improvements in your organization.

Survey data might be utilized to achieve several purposes. As a *diagnostic tool*, survey data can be used to obtain perceptions of a wide range of problems and issues. The results might alert college members to potential problem areas, locate those groups most troubled by particular issues, and indicate where and what types of changes might be made. Survey data can be used to improve *communication* within the organization. Since the anonymous questionnaire may be less subject to censorship and distortion than regular upward or downward communication, it could provide objective information about the attitudes of organizational members. Attitude surveys and data feedback might also be used to bring about *participation* in decision making through the direct involvement of college members at all levels as they interpret and use the data: the use of survey data can therefore help develop *organizational teamwork* and promote collaborative *problem solving* and *constructive change*.

You may have a preferred approach to making use of the data of this report, but if you have not developed procedures for using survey data you might consider the following.

Some General Principles of Survey Feedback

1. The purpose of the survey process must be clear to all involved members. As a research project, the Community College Survey was designed to investigate the effects of control and participation in community colleges. As an action-research project, the purpose of this survey is to help improve the efficiency and effectiveness of the organization and to increase the satisfaction of members. Thus the survey process should be a constructive problem solving process; the purpose should never be to embarrass organizational members.
2. Survey findings should be shared and communicated openly. The success of a survey probably depends upon the willingess of college members to assess candidly the results and to share them with each other. Students, faculty and administrators might share their own interpretations of data-based problems and exchange ideas for improvement. This exchange of information could involve group discussion at the college and/or division level.

3. Groups can utilize survey data better than individuals for a number of reasons. First, group discussions can help all members recognize and understand problems that they may not be aware of. Second, group discussions can encourage members to build on each others' ideas. Since people approach problems from different perspectives, the pooling of ideas can lead to superior solutions. Third, group discussions can motivate members to confront problems and carry out proposed solutions. As members collaborate to solve problems, their understanding of the problems and their acceptance of proposed solutions increases. Awareness and acceptance imply increased individual commitment to problem solving; additionally, commitment at the group level increases as members hold expectations for one another to adopt and implement group decisions.

One Possible Method for Using Survey Data

Group problem solving can be carried out within the framework of existing committees and councils in your college. If existing committees seem inappropriate for problem solving (e.g., unwieldy size, poor structure), we recommend that ad hoc committees be established expressly for this purpose.

Three types of ad hoc committees could be formed: one comprised of administrators, one of faculty members and one of students (corresponding to the three respondent categories). It may be advisable to have several committees under the faculty and student categories. Student and faculty committees might be established within each division. The purpose of the committees is to provide an open and relaxed atmosphere in which members can discuss and analyze survey results. These ad hoc committees might meet two or three times to interpret the survey results for their own groups. Their objective is to go beyond the data and determine why their peers have responded favorably or unfavorably to survey items. Group members can compare their own attitudes to their peers' responses, and members of these groups can also compare their peer groups' responses to the average responses obtained in a number of similar colleges. Faculty and student groups might first discuss whether this college-level data accurately reflect the feelings of people in their respective divisions. Group members could refer to the index scores to determine how their peers feel about certain general issues and then examine the questionnaire items which comprise each index to move toward a more specific definition of problems.

This survey feedback report presents information which is, at best, very general. Creative problem solving requires more specific definitions of organizational problems. For example, the data may show that students feel college members are unresponsive to the changing needs of the student body. This problem becomes more manageable if it is broken down into *subproblems*. Subproblems here may involve the students' ability to define their needs, students' opportunities to communicate their needs to the faculty and administration, etc. Members should attempt to specify the basic *reasons* and *causes* underlying subproblems. For example, students may not communicate their needs because they lack a forum for doing so or because present mechanisms are ineffective due to lack of interest, etc.

After analyzing the problems suggested by the data, the groups can try to develop solutions and this could be greatly facilitated by the collaborative efforts of persons at all levels. Representatives from the student and faculty groups in each division could be elected to continue the problem solving process. These representatives, possibly four students and four faculty members, could bring with them written statements of problems, underlying causes, and potential solutions which represent the feelings of their peers. These representatives, in cooperation with the division head and another member of the administrative team, could compare notes on the various problems identified by their respective peer groups. Since different problems are perceived by different people, a major objective of these divisional groups is to exchange information on problems and to develop a joint statement of divisional problems and needs, strengths and weaknesses.

Faculty, administrative and student representatives within a division may perceive the same problems, but they may have identified different subproblems or underlying reasons and causes. Constructive disagreement should be encouraged and the representatives should be prompted to report on their groups' feelings even though they may be inconsistent with the attitudes of the other groups. Problems can best be analyzed when members in different organizational locations contribute information from different perspectives and with different knowledge bases.

The divisional groups should concentrate on specifying the problems, subproblems and underlying reasons *before* they begin to generate solutions. The development of solutions could then begin after all members of the divisional group are satisfied with the statement(s) of problems and needs. Group members might consider the *importance* of each problem area when allocating time for dealing with the various issues. Members might also consider the *capabilities* of the group for solving the various problems; certain problems might be referred to other committees or individuals or special resource personnel in the college might be invited to help in the problem solving process. The divisional groups might consider applying the following general guidelines which have been shown to facilitate group problem solving in educational systems.

1. Attempts should be made to have the *total group* contribute to the discussion. It is important that all members contribute recommendations from their peer group and communicate their own ideas for improvement.
2. Group discussions should be kept at a relatively objective *task-oriented* level. Because many of the survey indexes focus on interpersonal relations, discussions revolving around these issues can become threatening and create defensiveness. Maintaining a relatively task-oriented profile during the group meetings can help to minimize anxiety and threat. For example, students may report that they have little confidence and trust in members of the administration. Rather than discussing whether administrators are trustworthy as individuals, the group might focus on students' lack of trust resulting from seemingly arbitrary changes in program requirements made by the administration. Conversations might focus on objectives to be reached and role expectations for reaching goals – rather than on the personalities of the individual members.
3. If discussions are kept at the "objective" and "factual" level, the emphasis is placed on organizational roles, responsibilities, and role-relationships rather than on personal problems and shortcomings. To maintain this task-orientation, group members should try using *job-titles* or organizational functions to be performed rather than names. Solutions to problems should also use job titles and focus on roles and responsibilities. While it is usually very difficult to bring about changes in someone's personality, it is sometimes possible to get people to improve the ways in which they carry out their organizational responsibilities and activities.
4. The group should hold off on evaluating and prematurely dismissing the contributions of individual members. All members should have a chance to contribute their ideas without feeling that their statements will be immediately judged as "good" or "bad".
5. The groups should always attempt to generate *multiple alternatives* for solving a problem rather than stopping after one or two solutions have been identified.
6. If possible, solutions should be evaluated at a *later* meeting to give members time to think about the relative merits of the various alternatives. Solutions should be evaluated in terms of the limitations of the college's resources and the various constraints facing the organization as perceived by members holding different positions. Members should think about the quality of the solutions (probability of solving a problem) and the acceptability of the solution (probability that other organizational or divisional members will adopt and implement the solution).

Solutions generated for division-level problems can often be implemented by members of the problem-solving groups. To increase the likelihood that changes will be made, group members might specify *who* is to do *what* by *when*. After changes are implemented, group members might evaluate, at a later meeting, the extent to which changes were actually made and whether the changes effectively solved the problem.

It is possible, however, that many of the problems and solutions identified by the problem-solving groups go beyond the boundaries of the individual divisions. For example, some problems which are relevant to the entire organization might be discussed by a number of divisional problem-solving groups. These problems could be analyzed further within an existing college senate or council which includes representatives from all parts of the organization. Ideally, this senate or council would include at least one person from every divisional problem solving group. This council could be responsible for: (1) defining those organizational problems which seem to exist in more than one division; (2) serving as a clearinghouse to receive the various solutions generated for similar problems; and (3) deciding on the most satisfactory solution to the problem. If this body has decision making authority with respect to particular problem areas, specific plans for implementing the solution could be developed. Those individuals most directly responsible for putting the plan into action might construct a timetable for implementation which could be approved by the college council or senate.

If this college-level group does not have the authority to approve and implement decisions, plans could be made to send recommendations to the group or individuals who have formal decision making authority. For example, council representatives might meet with the president or Board of Trustees to discuss the problem and potential solutions. These members could bring with them a written statement which clearly describes the problem and subproblems, underlying reasons and causes, and recommended solutions. A written statement is helpful because it increases the clarity and accuracy of the communicated information and provides evidence that the problem has been analyzed in a systematic manner. The decision makers have the prerogative of approving the recommendation, suggesting modification, or rejecting the proposal. If the proposed solution is rejected or modified, the decision makers might provide council members with a written statement explaining why the solution is not feasible or acceptable in its present form. Without this type of formal response, members could be engaging in a "pseudo-participative" process and the college would have been better off without any problem solving. Given this written response, members are in a better position to understand why a change cannot be made, or they can try to improve the solution on the basis of an expanded information base. This new information could be passed on to the divisional problem solving groups, if necessary, to reactivate the solution generation process.

A Final Comment

The procedure that we have outlined above requires a commitment of time on the part of organizational members at all levels. Our past research has shown that members are often prepared to make this commitment if they feel that the administration supports the survey feedback and problem solving process. Past research has also indicated that the survey data will produce few, if any, organizational improvements without this support and commitment of time.

You might also want to consider running a training program for "problem solving" leaders elected from each division since studies on group problem solving have shown that committees often fail to generate viable solutions to problems when they lack leaders who solicit members' ideas, summarize information, integrate different suggestions, and provide the group with process guidance. This training program might focus on leadership, communication, and problem solving and decision making skills. The program might be conducted by staff from your college (e.g., by counselors or by speech, management, and psychology instructors) or by outside consultants.

Finally, we suggest that you evaluate the results of your problem solving efforts. If the college invests time and resources in committee work, it is important to determine whether the investment is being well spent. Committee members might periodically assess their effectiveness in solving problems and making improvements in the organization. After implementing changes, for example, to improve communication or library services, members might consider conducting another survey to see if improvements have really been made. Members could learn in this way whether their problem solving strategies are effective, should be discontinued, or need modification.

1. FORMALIZATION

reflects the extent to which the roles of organizational members are clearly specified. A high score indicates that members feel that their own responsibilities and the criteria used for evaluating their performance are clearly defined by the organization.
(Questions 1, 2 & 3)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.4
FACULTY	3.0
ADMINISTRATORS	3.0

2. BUREAUCRATIZATION

reflects the extent to which members feel that they must go through channels to get things done and must work with administrative details and red tape. A moderate score on this index may not be undesirable – most efficient organizations may be somewhat bureaucratic. A very high score, however, may indicate that the college is so bureaucratic and rigid that organizational members have a difficult time getting things done.
(Questions 4 & 5)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.1
FACULTY	3.5
ADMINISTRATORS	3.2

3. AUTHENTICITY OF FORMAL PARTICIPATION

reflects the extent to which committee meetings are seen as a real mechanism for the participation of college members in decision making. A high score denotes that faculty and administrators deal with important decisions in committees and their decisions are subsequently implemented; a low score is indicative of pseudo-participation.
(Questions 6 & 7)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	
FACULTY	3.2
ADMINISTRATORS	3.6

4. APPROPRIATENESS OF PARTICIPATION

A high score indicates that college members feel they are properly involved in decision making; a low score suggests that they are asked to contribute to decisions which they are not interested in, have insufficient knowledge to make, or which they shouldn't be responsible for making.
(Questions 8, 9 & 10)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	–
FACULTY	3.7
ADMINISTRATORS	3.8

5. DECISION MAKING EXPEDIENCY

A high score denotes that faculty members and administrators feel that decisions are made quickly without getting hung up in committees or involving too many people.
(Questions 11, 12 & 13)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	–
FACULTY	3.0
ADMINISTRATORS	3.2

6. PARTICIPATION

represents the extent to which organizational members at various levels feel that they are involved in and can influence decisions. A high score indicates members perceive that they have control over those decisions which affect them personally, that they can appeal decisions, and that decisions are made by those college members who have the best information.
(Questions 14, 15 & 16)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	2.9
FACULTY	3.0
ADMINISTRATORS	3.6

7. HIGH STANDARDS

represents the extent to which members believe that high standards of performance are maintained in the college. A high score denotes that members feel their peers and superordinates maintain high standards; and, that members are personally encouraged to give their best effort.
(Questions 17, 18 & 19)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.6
FACULTY	3.7
ADMINISTRATORS	3.6

8. PROCEDURES FOR CONFLICT RESOLUTION

A high score suggests that students, faculty, and administrators perceive means for resolving conflicts between or among groups in the college.
(Questions 20, 21 & 22)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.2
FACULTY	3.1
ADMINISTRATORS	3.4

9. EFFECTIVENESS OF CONFLICT RESOLUTION

reflects the extent to which conflict resolution is effective at the interpersonal level. A high score indicates that college members have been able to resolve disagreements in a way which avoids continuing bad feelings.
(Questions 23, 24 & 25)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.6
FACULTY	3.4
ADMINISTRATORS	3.5

10. RESOLVING CONFLICT WITH FACULTY

reflects the effectiveness of conflict resolution between students and faculty, among faculty, and between administrators and faculty. A high score from students, faculty or administrators indicates that that group perceives effective and open communication with faculty, recognizes means by which disagreements with faculty members can be resolved, and feels that conflicts with faculty do not lead to continuing bad feelings.
(Questions 26, 21 & 24)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.6
FACULTY	3.5
ADMINISTRATORS	3.2

11. RESOLVING CONFLICT WITH STUDENTS

reflects the effectiveness of conflict resolution among students, between faculty and students, and between administrators and students. A high score from students, faculty, or administrators indicates that that group perceives effective and open communication with students, recognizes means by which disagreements with students can be resolved, and feels that conflicts with students do not lead to continuing bad feelings.
(Questions 27, 20 & 23)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.8
FACULTY	3.9
ADMINISTRATORS	3.3

12. RESOLVING CONFLICT WITH ADMINISTRATORS

reflects the effectiveness of conflict resolution between students and administrators, faculty and administrators, and among administrators. A high score from students, faculty, or administrators indicates that that group perceives effective and open communication with administrators, recognizes means by which disagreements with administrators can be resolved, and feels that conflicts with administrators do not lead to continuing bad feelings.
(Questions 28, 22 & 25)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	2.9
FACULTY	2.7
ADMINISTRATORS	3.5

13. SUPPORTIVENESS IN GROUP DECISION MAKING

reflects the extent to which members provide one another with support when making decisions or solving problems in group or committee meetings. A high score denotes that administrators and faculty members receive support and encouragement from others during decision making and feel that group members build on each other's ideas during meetings.
(Questions 29 & 30)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	–
FACULTY	3.3
ADMINISTRATORS	3.5

14. RECEPTIVITY

represents the extent to which students, faculty, and administrators feel that the members of their college are receptive to their opinions and suggestions. A high score indicates that college members are mutually influential in an informal or interpersonal manner.
(Questions 31a, b & c)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	2.9
FACULTY	3.2
ADMINISTRATORS	3.8

15. COMMUNICATION

reflects the extent to which communication in the college is adequate and flows freely in all directions. A high score indicates that students, faculty, and administrators find communication with members of the college open, easy, and effective.
(Questions 26, 28, 32, 33 & 34)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.6
FACULTY	3.5
ADMINISTRATORS	3.4

16. CONFIDENCE AND TRUST

(I) A high score indicates that college members feel that students, faculty members, department heads, deans and the president have confidence and trust in them.
(Questions 35a, b, c & d)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.3
FACULTY	3.8
ADMINISTRATORS	4.0

(II) A high score indicates that college members have confidence and trust in students, faculty members, department heads, deans, and the president.
(Questions 36a, b, c & d)

STUDENTS	3.4
FACULTY	3.6
ADMINISTRATORS	4.0

17. SUPPORTIVENESS

reflects the extent to which organizational members are supportive and likely to provide one another with assistance. A high score indicates that students, faculty, or administrators feel that college members are friendly and can be easily approached when assistance is needed.
(Questions 37a, b, c & d)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.3
FACULTY	3.7
ADMINISTRATORS	4.0

18. INTERPERSONAL RELATIONS WITH TOP ADMINISTRATORS

reflects the quality of the top administrators' (president, vice president, deans, associate deans) interpersonal relations with students, faculty, and administrators. A high score indicates that college members have trust and confidence in the top administrators and feel that they can be easily approached. A high score also indicates that college members believe that the top administrators have confidence and trust in them and take into consideration their opinions and suggestions.
(Questions 37d, 35d, 36d & 31c)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	2.7
FACULTY	3.3
ADMINISTRATORS	3.8

19. INTERPERSONAL RELATIONS WITH DEPARTMENT HEADS

reflects the quality of the department heads' interpersonal relations with students, faculty, and administrators. A high score indicates that college members have trust and confidence in the department heads and feel that they can be easily approached. A high score also indicates that college members believe that the department heads have confidence and trust in them and take into consideration their opinions and suggestions.
(Questions 37c, 35c, 36c, 31b)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.1
FACULTY	3.4
ADMINISTRATORS	3.9

20. INTERPERSONAL RELATIONS WITH FACULTY MEMBERS

reflects the quality of the faculty members' interpersonal relations with students, administrators, and other faculty members. A high score indicates that college members have trust and confidence in the faculty and feel that they can be easily approached. A high score also indicates that college members believe that the faculty members have confidence and trust in them and take into consideration their opinions and suggestions.
(Questions 37b, 35b, 36b & 31a)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.6
FACULTY	3.9
ADMINISTRATORS	3.9

21. INTERPERSONAL RELATIONS WITH STUDENTS

reflects the quality of the students' interpersonal relations with faculty, administrators, and other students. A high score indicates that college members have trust and confidence in the students and feel that they can be easily approached. A high score also indicates that college members believe that the students have confidence and trust in them and take into consideration their opinions and suggestions.
(Questions 37a, 35a, 36a & 38)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.7
FACULTY	4.1
ADMINISTRATORS	4.1

22. FACULTY INTERACTION WITH DEPARTMENT HEADS

reflects the quality of faculty-department head interaction from the perspective of faculty members. A high score indicates that department heads pay attention to what faculty members have to say, make faculty members feel free to express their complaints, and provide faculty members with information on their performance.
(Questions 32, 33 & 34)

COMMUNITY COLLEGE	ALL SCHOOLS
FACULTY	3.5

23. RESPONSIVENESS

represents the extent to which the faculty, administration, and Board of Trustees have been positively responsive to changes in the needs of the student body. A high score suggests that students, faculty, or administrators believe that the college successfully adapts itself to the needs of its students.
(Questions 39a, b, c & d)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.0
FACULTY	3.5
ADMINISTRATORS	3.6

24. QUALITY OF COLLEGE SERVICES

provides an overall estimate of the quality of the college's services, learning resources, and educational programs. A high score suggests that members feel that their college adequately provides for library services, academic counselling, career placement, financial aid, and extra-curricular activities. A high score also suggests that innovative instructional methods are used and a sufficient variety of courses are offered.
(Questions 77, 40a, b, c, d, 41, 42 & 43)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.3
FACULTY	3.6
ADMINISTRATORS	3.7

25. COLLEGE EFFECTIVENESS

A high score suggests that in the opinion of members, the college has a favorable reputation in in the community, has a good atmosphere for learning, and offers high quality programs.
(Questions 44, 45 & 46)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.5
FACULTY	3.4
ADMINISTRATORS	3.7

26. QUALITY OF COURSES

reflects the quality of randomly selected courses (classes) from the perspective of students currently completing those courses. A high score denotes that the courses have provided students with useful ideas and skills, broadened their perspectives, and increased their interest in the course topics. High scores also indicate that students are satisfied with the way the courses are going and would recommend the courses to friends.
(Questions 47, 48, 49, 50 & 51)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.4

27. INSTRUCTORS' ATTITUDES TOWARD STUDENTS

reflects the attitudes of instructors in randomly selected classes toward their class and the students in that class. A high score denotes that faculty members are satisfied with their classes and feel that their students maintain high standards of performance, are creative and interesting, pay attention in class, and accept constructive criticism.
(Questions 52, 53, 54, 55 & 47)

COMMUNITY COLLEGE	ALL SCHOOLS
FACULTY	3.6

28. STUDENT ATTITUDES TOWARD INSTRUCTORS

reflects the attitudes of students in randomly selected classes toward the instructors of those classes. A high score denotes that students perceive their instructors as interpersonally competent, skilled in teaching techniques, and supportive of and responsive to students.
(Questions 32, 33, 34, 17, 18, 56, 57 & 58)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.7

29. SATISFACTION–MORALE

reflects the extent to which students, faculty, and administrators are satisfied with their association with the college. High scores indicate that members like the work they are doing and feel that their work affords them an opportunity to do something worthwhile. High scores also suggest that members look forward to coming to the college each day, enjoy studying or working at the college, and would recommend the college to prospective members.
(Questions 59, 60, 61, 62, & 63)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.4
FACULTY	4.0
ADMINISTRATORS	4.2

30. GOAL CLARITY

reflects the extent to which members have clear objectives concerning their work in the college. A high score denotes that students, faculty, and administrators have a clear idea of what they want to achieve and how to achieve their objectives in the college.
(Questions 64 & 65)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.6
FACULTY	3.8
ADMINISTRATORS	3.9

31. IDENTIFICATION

represents the extent to which members identify with the goals of the college and are integrated into the organization. A high score suggests that members understand and agree with the college's goals and have a feeling of loyalty toward the college.
(Questions 66, 67 & 68)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	3.2
FACULTY	3.6
ADMINISTRATORS	4.0

32. EFFECTS OF INCREASED STUDENT INFLUENCE

indicates the extent to which members perceive that an increase in the influence exercised by students in the college necessarily entails a decrease in the influence exercised by the faculty and administrators. A score below three (3.0) suggests that faculty and administration would have less power if student influence increased; a score equal to or greater than three suggests that the power of other members would remain the same or increase if students gained greater influence.
(Questions 69a, b & c)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	2.8
FACULTY	2.7
ADMINISTRATORS	2.8

33. UNION INFLUENCE

reflects the extent to which members see the faculty collective bargaining association as providing the faculty with influence in the college. A high score indicates that administrators and faculty members view the faculty collective bargaining association as providing the faculty with control over long range college goals, day-to-day administration, and class-room activities.
(Questions 70a, b & c)

COMMUNITY COLLEGE	ALL SCHOOLS
STUDENTS	—
FACULTY	2.4
ADMINISTRATORS	2.1

				ALL SCHOOLS		
	Students	Faculty	Admin.	Students	Faculty	Admin.
1. To what extent are the criteria used for evaluating your performance clearly specified?				3.3	2.7	2.7
2. To what extent is your program of studies clearly defined in a department handbook or written set of course requirements?				3.5	–	–
3. To what extent are your teaching/administrative responsibilities clearly defined by means of a contract or a similar written document?				–	3.4	3.3
4. To what extent is "going through the proper channels" stressed in this college?				3.3	3.8	3.5
5. To what extent do excessive rules, administrative details, and red tape get in your way?				2.8	3.2	2.9
IN GROUP OR COMMITTEE MEETINGS IN THIS COLLEGE WHERE DECISIONS ARE MADE OR PROBLEMS ARE SOLVED: *(Refers to Questions 6 & 7 only)*						
6. To what extent are the decisions restricted to unimportant ones? *(The response scale has been reversed; a low score indicates that respondents feel that the decisions are restricted to unimportant ones.)*				–	3.2	3.4
7. To what extent are the decisions subsequently ignored? *(The response scale has been reversed; a low score indicates that respondents feel that the decisions are subsequently ignored.)*				–	3.2	3.7

				ALL SCHOOLS		
	Students	Faculty	Admin.	Students	Faculty	Admin.
8. To what extent are you asked to contribute to decisions for which you have insufficient knowledge? ..... *(The response scale has been reversed; a low score indicates that respondents feel they are asked to contribute to decisions for which they have insufficient knowledge.)*				–	3.8	3.8
9. To what extent are you asked to contribute to decisions that you are not interested in? ..... *(The response scale has been reversed; a low score indicates that respondents feel they are asked to contribute to decisions that they are not interested in.)*				–	3.8	3.8
10. To what extent are you asked to make decisions that others are paid to make? ..... *(The response scale has been reversed; a low score indicates that respondents feel they are asked to make decisions that others are paid to make.)*				–	3.7	3.7
11. To what extent do you find decision making in this college too slow? ..... *(The response scale has been reversed; a low score indicates that respondents find decision making in this college too slow.)*				–	2.8	3.1
12. To what extent are too many people involved in decision making? *(The response scale has been reversed; a low score indicates that respondents feel that too many people are involved in decision making.)*				–	3.4	3.4
13. To what extent do decisions get hung up in committees? ..... *(The response scale has been reversed; a low score indicates that respondents feel that decisions get hung up in committees to a great extent.)*				–	2.9	3.1

	Students	Faculty	Admin.	ALL SCHOOLS Students	Faculty	Admin.
14. When decisions are made in this college, to what extent are the persons affected asked for their views?				2.6	2.9	3.5
15. In this college, to what extent are decisions made by those who have the most accurate information?				3.3	3.0	3.5
16. To what extent do you feel you can appeal a decision that adversely affects you as an individual?				2.8	3.2	3.8
17. To what extent does [your supervisor] encourage people to give their best effort? *(For students, "supervisor" means "instructor".)*				3.8	3.6	3.5
18. To what extent does [your supervisor] maintain high standards of performance? *(For students, "supervisor" means "instructor".)*				3.7	3.6	3.6
19. To what extent do [your peers] maintain high standards of performance?				3.2	3.9	3.7
20. To what extent are there ways (or procedures) through which differences in opinions can be worked out in a constructive manner [with students]?				3.4	3.4	3.2
21. To what extent are there ways (or procedures) through which differences in opinions can be worked out in a constructive manner [with faculty members]?				3.4	3.2	3.4
22. To what extent are there ways (or procedures) through which differences in opinions can be worked out in a constructive manner [with administrators]?				2.7	2.9	3.5

		ALL SCHOOLS		
	Students	Faculty	Admin.	Students	Faculty	Admin.
23. To what extent do disagreements [with students] lead to continuing bad feelings? ..... *(The response scale has been reversed; a low score indicates that respondents feel that disagreements do lead to continuing bad feelings.)*				3.8	4.2	3.8
24. To what extent do disagreements [with faculty members] lead to continuing bad feelings? ..... *(The response scale has been reversed; see above note.)*				3.7	3.6	3.0
25. To what extent do disagreements [with administrators] lead to continuing bad feelings? ..... *(The response scale has been reversed; see above note.)*				3.2	2.5	3.6
26. To what extent is communication [with faculty members] usually open, easy and effective?				3.9	3.6	3.2
27. To what extent is communication [with students] usually open, easy and effective?				4.1	4.0	3.0
28. To what extent is communication [with administrators] usually open, easy and effective?				2.7	2.8	3.7

				ALL SCHOOLS		
	Students	Faculty	Admin.	Students	Faculty	Admin.
IN GROUP OR COMMITTEE MEETINGS IN THIS COLLEGE WHERE DECISIONS ARE MADE OR PROBLEMS ARE SOLVED: *(Refers to Questions 29 & 30 only)*						
29. To what extent do members provide support and encouragement to each other?				–	3.3	3.4
30. To what extent do members build on each other's ideas?				–	3.3	3.5
31. To what extent do the following groups or individuals take into account your opinions and suggestions?						
a. The faculty members with whom you come into contact				3.4	3.6	3.8
b. The department heads with whom you come into contact				2.5	3.0	3.8
c. The deans with whom you come into contact / The president				2.5	2.9	3.7
32. To what extent does [your supervisor] provide you with information that lets you know how you are doing? *(For students, "supervisor" means "instructor".)*				3.5	3.2	2.9
33. To what extent does [your supervisor] make you feel free to take your complaints to him? *(For students, "supervisor" means "instructor".)*				3.8	3.8	3.5
34. When you talk with [your supervisor], to what extent does he pay attention to what you have to say? *(For students, "supervisor" means "instructor")*				4.0	3.8	3.6

				ALL SCHOOLS		
	Students	Faculty	Admin.	Students	Faculty	Admin.
35. To what extent do you feel the following groups or individuals have confidence and trust in you?						
a. **The students with whom** you come into contact				3.7	4.2	4.0
b. The faculty members with whom you come into contact				3.6	4.0	3.9
c. The department heads with whom you come into contact ...				3.1	3.9	4.0
d. The deans with whom you come into contact ..... The president				2.7	3.5	4.0
36. To what extent do you have confidence and trust in the following groups or individuals?						
a. The students with whom you come into contact				3.7	4.0	4.1
b. The faculty members with whom you come into contact				3.8	3.9	4.0
c. The department heads with whom you come into contact ..				3.3	3.7	4.0
d. The deans with whom you come into contact ..... The president				2.8	3.2	3.8

				ALL SCHOOLS		
	Students	Faculty	Admin.	Students	Faculty	Admin.
37. To what extent are the following groups or individuals friendly and easily approached if you have a problem?						
a. The students with whom you come into contact				3.8	4.2	4.3
b. The faculty members with whom you come into contact				3.8	4.0	4.0
c. The department heads with whom you come into contact				3.2	3.8	4.1
d. The deans with whom you come into contact / The president				2.6	3.2	3.9
38. To what extent do [students] take into account your opinions and suggestions?				3.6	4.0	3.9
39. To what extent have the following groups and/or individuals been positively responsive to changes in needs of the student body?						
a. Faculty				3.4	3.8	3.6
b. Department heads				3.1	3.5	3.7
c. Deans / President				2.9	3.2	3.7
d. Board of Trustees				2.7	2.8	3.4

				ALL SCHOOLS		
	Students	Faculty	Admin.	Students	Faculty	Admin.
40. To what extent are the following adequately provided?						
a. Academic counseling				3.6	3.6	3.5
b. Career placement				3.2	3.3	3.3
c. Financial aid				3.4	3.7	3.8
d. Extra-curricular activities				3.3	3.4	3.6
41. To what extent does this college offer a sufficient variety of courses?				3.5	3.8	4.0
42. To what extent are innovative instructional methods (for example, individualized instruction, field research)being used in this college?				3.0	3.3	3.2
43. To what extent are the necessary learning resources (tape recorders, reference books, audio-visual or lab equipment, etc.) provided by this college ?				–	4.2	4.3
44. To what extent does this college *lack* an "atmosphere of learning"?				3.5	3.2	3.5
45. What kind of reputation does this college have in the community?				3.5	3.2	3.7

(On a scale from 1 to 5, a score of 1 = "excellent", and a score of 5 = "poor".)

	Students	Faculty	Admin.	ALL SCHOOLS Students	Faculty	Admin.
46. How would you rate the quality of educational programs in this college?				3.5	3.6	3.9
47. In general, how satisfied are you with how this course is going?				3.6	3.9	–
48. To what extent would you recommend it to a friend interested in this area who does not have to take it?				3.3	–	–
49. To what extent can you use general ideas or skills from this course to solve new problems?				3.3	–	–
50. To what extent have you developed interest in the field?				3.3	–	–
51. To what extent has this course enabled you to appreciate things that you didn't before?				3.3	–	–
52. To what extent do you find these students to be creative, interesting and stimulating?				–	3.4	–
53. To what extent do these students pay attention to what you have to say?				–	3.7	–
54. To what extent do the students in this class maintain high standards of performance?				–	3.2	–

	Students	Faculty	Admin.	ALL SCHOOLS Students	Faculty	Admin.
55. To what extent are these students likely to take suggestions for improvement as a personal criticism? ..... *(The response scale has been reversed; a low score indicates that respondents feel that the students in their classes are likely to take suggestions as personal criticisms.)*				–	3.6	–
56. To what extent does your instructor in this class present the material in a well organized fashion?				3.7	–	–
57. To what extent does your instructor in this class put the material across in an interesting way?				3.4	–	–
58. To what extent do you find this instructor to be creative, interesting and stimulating?				3.4	–	–
59. To what extent do you like the work you are doing at this college?				3.6	4.3	4.3
60. To what extent does your coursework/job offer you the opportunity to do something worthwhile?				3.4	4.1	4.2
61. To what extent do you like going to/working at this college?				3.5	4.2	4.4
62. To what extent do you look forward to coming to school/work each day?				3.1	3.9	4.1
63. To what extent would you recommend this college to prospective [members] as a good place to go to school/to work?				3.6	3.7	4.0

	Students	Faculty	Admin.	ALL SCHOOLS Students	Faculty	Admin.
64. To what extent are you clear about *what* you want to achieve through your work in this college?				3.7	4.1	4.1
65. To what extent are you clear about *how* to achieve your objectives in this college?				3.5	3.7	3.8
66. To what extent does this college have clear-cut, reasonable goals and objectives?				3.4	3.4	3.5
67. To what extent do you agree with the goals and philosophy of this college?				3.4	3.6	4.1
68. To what extent do you have a feeling of loyalty toward this college?				2.9	3.9	4.3
69. If the students were to increase substantially the amount of influence they have in this college, how would that affect the influence each of the following groups has on the college? *(On a scale from 1 to 5, a score of 1 = "Decrease quite a bit", and a score of 5 = "Increase quite a bit".)*						
a. Faculty influence is likely to				3.2	3.1	2.8
b. Administrator influence is likely to				2.7	2.5	2.8
c. Board of Trustees influence is likely to				2.6	2.6	2.8

				ALL SCHOOLS		
	Students	Faculty	Admin.	Students	Faculty	Admin.
70. If there is a union (or collective bargaining association) in this college, to what extent does the union provide the faculty with influence over:						
a. Long range college goals?				–	2.4	2.0
b. Day-to-day administration?				–	2.4	2.3
c. Classroom activities?				–	2.3	2.2
71. To what extent does this college have a real interest in the welfare and happiness of those who study here?				3.4	3.4	3.9
72. To what extent does this college have a real interest in the welfare and happiness of those who work here?				–	3.0	3.5
73. To what extent do you clearly know what other people in this college expect of you?				3.2	3.3	3.5
74. To what extent are you *restricted* from doing your job the way you think best? *(The response scale has been reversed; a low score indicates that respondents feel "restricted" to a great extent)*				3.6	3.6	3.7

				ALL SCHOOLS		
	Students	Faculty	Admin.	Students	Faculty	Admin.
75. To what extent do you do extra work which isn't required of you?				2.6	4.0	4.4
76. Considering your skills and the effort you put into your work, how satisfied are you with your grades/your pay?				3.7	2.8	3.3
77. To what extent are [library services] adequately provided?				4.2	4.1	4.3
78. To what extent do other community colleges in this state seem to be ahead of this one in educational effectiveness? ..... *(On a scale from 1 to 5, a score of 1 = "To a very little extent", and a score of 5 = "To a very great extent".)*				–	2.0	1.7
79. To what extent have you *disliked* recent changes that have been made in this college? ..... *(The response scale has been reversed: a low score indicates that respondents feel a great deal of "dislike".)*				4.0	3.2	3.7

				ALL SCHOOLS		
	Students	Faculty	Admin.	Students	Faculty	Admin.
IN GROUP OR COMMITTEE MEETINGS IN THIS COLLEGE WHERE DECISIONS ARE MADE OR PROBLEMS ARE SOLVED: *(Refers to Question 80 only)*						
80. To what extent does the chairperson, rather than the group as a whole, really determine the outcome? ..... *(The response scale has been reversed; a low score indicates that respondents feel that the chairperson really determines the outcome.)*				–	3.5	3.6

DEMOGRAPHIC DATA:

	Students	Faculty	Admin.	ALL SCHOOLS Students	Faculty	Admin.
1. Sex:						
[1] Male				58.2%	69.3%	84.7%
[2] Female				41.8%	30.7%	15.3%
2. I identify myself as:						
[1] American Indian				.4%	0.0%	0.0%
[2] Black				2.5%	1.6%	.7%
[3] Oriental				.2%	.8%	0.0%
[4] Spanish surnamed American				.2%	.2%	.7%
[5] White				91.3%	94.5%	95.6%
[6] None of the above				5.4%	3.0%	2.9%
3. How old were you on your last birthday?				21.2	37.1	41.9
4. I am at this college:						
[1] Part-time				15.2%	5.4%	3.1%
[2] Full-time				84.8%	94.6%	96.1%
[3] Other				.8%		

	ALL SCHOOLS		
	Students	Faculty	Admin.
5. What was the size of the community in which you spent the largest portion of your life up to the time you finished high school?			
[1] In a small rural community (less than 2,500)	20.1%	16.0%	27.2%
[2] In a community of 2,500 to less than 10,000	24.6%	17.5%	16.9%
[3] In a community of 10,000 to less than 25,000	20.9%	16.5%	10.3%
[4] In a community of 25,000 to less than 100,000	21.6%	21.6%	15.4%
[5] In a community of 100,000 or more	12.8%	28.4%	30.1%
6. Do you presently hold a job?			
[1] No	35.3%	–	–
[2] Part-time (less than 35 hrs./wk.)	48.2%	–	–
[3] Full-time (35 hrs./wk. or more)	16.4%	–	–
7. Are you:			
[1] Married	16.5%	78.8%	89.8%
[2] Single	81.5%	15.0%	8.8%
[3] Divorced	1.5%	4.2%	1.5%
[4] Widowed	.5%	2.0%	0.0%

	Students	Faculty	Admin.	ALL SCHOOLS Students	Faculty	Admin.
8. How many dependents have you (others who depend on your income for financial support)?						
[0]				81.6%	29.6%	17.6%
[1]				8.4%	12.5%	9.6%
[2]				4.5%	15.9%	11.0%
[3]				2.8%	19.2%	30.1%
[4]				1.7%	12.9%	16.2%
[5]				.3%	5.6%	5.1%
[6]				.4%	2.8%	5.9%
[7 or more]				.3%	1.4%	4.4%
9. I am a:						
[1] 1st year – Freshman				47.6%	–	–
[2] 2nd year – Sophomore				45.6%	–	–
[3] Non-classified student				6.7%	–	–

	Students	Faculty	Admin.	ALL SCHOOLS Students	Faculty	Admin.
10. How many years have you worked at this college?						
[1] Zero to one				–	11.3%	2.2%
[2] One to two				–	9.9%	5.8%
[3] Three to four				–	25.9%	14.6%
[4] Five to six				–	28.0%	32.1%
[5] Seven or more				–	24.9%	45.3%
11. In what year did you obtain your highest degree?				–	1964	1963
12. Highest degree earned?						
[1] High school diploma				–	1.4%	0.0%
[2] Associate of Arts				–	2.1%	0.0%
[3] Bachelors				–	14.2%	4.4%
[4] Masters				–	72.8%	66.7%
[5] Professional, other than Masters (e.g., M.D., LLB.)				–	2.7%	3.0%
[6] Ph.D., Ed.D., or equivalent				–	6.8%	25.9%
13. In what year did you take your most recent course pertinent to your work?				–	1970	1968

	Students	Faculty	Admin.	ALL SCHOOLS Students	Faculty	Admin.
14. On approximately how many governance or decision making committees do you serve? (This includes, for example, the student government, all-college council, curriculum committee.)						
[0]				83.7%	23.2%	4.4%
[1]				10.0%	27.9%	17.5%
[2]				3.6%	26.7%	19.7%
[3]				1.4%	14.2%	25.5%
[4]				.7%	5.3%	16.8%
[5]				.2%	1.4%	7.3%
[6]				.1%	.5%	.7%
[7 or more]				.3%	.8%	8.0%

				ALL SCHOOLS		
	Students	Faculty	Admin.	Students	Faculty	Admin.
15. How many meetings have you had in the past four weeks with the entire faculty in your department (if you are a department head) or your department heads (if you are a dean)?						
[0]				–	–	7.4%
[1]				–	–	25.0%
[2]				–	–	31.6%
[3]				–	–	13.2%
[4]				–	–	11.8%
[5]				–	–	.7%
[6]				–	–	0.0%
[7 or more]				–	–	10.3%

Appendix A

Letter to Community College Raters

ISR

SURVEY RESEARCH CENTER / INSTITUTE FOR SOCIAL RESEARCH / THE UNIVERSITY OF MICHIGAN / ANN ARBOR, MICHIGAN 48106

October 17, 1973

Dr. of the Association of Colleges suggested that you might be willing to help in a research project on community colleges that the Survey Research Center is undertaking. The work is being financed by the National Institute of Education.

We intend to select for study ten community colleges that differ in formal decision-making structure, and we ask your help in this selection. We are interested in the extent to which members of the college including faculty, students, administrative personnel, special service personnel and non-professional staff exercise some degree of formal control or influence in the college, exclusive of collective bargaining. Some colleges more than others have formal procedures such as senates, councils, coordinating committees, advisory panels, and communication links that permit the above groups to influence the decisions that are basic to running the college. We want to select for more detailed study some colleges where such formal procedures exist and some where they do not.

We therefore ask that you rate the colleges in the attached list in terms of the extent to which procedures are available that permit members of the college to enter into the important decisions of the institution. Please keep the following factors in mind in making your judgement:

a) The extent to which the rules, regulations, or charter prescribe that members including faculty, students, special service personnel, and administrative personnel enter into the decision making process of the college;

Appendix B

Community College Survey
(Student Form and Faculty Form)

SURVEY
RESEARCH
CENTER

INSTITUTE FOR
SOCIAL RESEARCH
THE UNIVERSITY
OF MICHIGAN
ANN ARBOR,
MICHIGAN 48106

COMMUNITY COLLEGE SURVEY

STUDENT FORM

THIS QUESTIONNAIRE IS PART OF A STUDY OF COMMUNITY COLLEGES IN A NUMBER OF STATES. THE STUDY IS DESIGNED TO HELP RESEARCHERS AND COLLEGE PERSONNEL LEARN MORE ABOUT HOW COMMUNITY COLLEGES OPERATE AND TO POINT THE WAY FOR THEIR IMPROVEMENT.

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WE APPRECIATE YOUR COOPERATION AND HOPE THAT YOU FIND THE QUESTIONNAIRE INTERESTING AND THOUGHT-PROVOKING.

DIRECTIONS

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453521	1:1-6	
	1:7	
	1:8-14	
1	1:15	(Deck)

A code number has been placed on each survey form so that we may know who has received and returned the questionnaires. The list of names associated with these numbers will be destroyed when we complete the collection of data in your college; this will be done prior to any analyses of the data. In accordance with the Institute's policies on confidentiality, these numbers will <u>not</u> be used to identify the names of individual respondents in any reports.

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
1. To what extent does this college have clear-cut, reasonable goals and objectives?	[1]	[2]	[3]	[4]	[5]	1:16
2. To what extent do you like the work you are doing at this college?	[1]	[2]	[3]	[4]	[5]	1:17
3. When decisions are made in this college, to what extent are the persons affected asked for their views?	[1]	[2]	[3]	[4]	[5]	1:18
4. In this college, to what extent are decisions made by those who have the most accurate information?	[1]	[2]	[3]	[4]	[5]	1:19
5. To what extent do you agree with the goals and philosophy of this college?	[1]	[2]	[3]	[4]	[5]	1:20
6. To what extent does this college have a real interest in the welfare and happiness of those who study here?	[1]	[2]	[3]	[4]	[5]	1:21
7. To what extent do you feel you can appeal a decision that adversely affects you as an individual?	[1]	[2]	[3]	[4]	[5]	1:22
8. To what extent are the following adequately provided?						
a. Library services	[1]	[2]	[3]	[4]	[5]	1:23
b. Academic counseling	[1]	[2]	[3]	[4]	[5]	1:24
c. Career placement	[1]	[2]	[3]	[4]	[5]	1:25
d. Financial aid	[1]	[2]	[3]	[4]	[5]	1:26
e. Extra-curricular activities	[1]	[2]	[3]	[4]	[5]	1:27
9. To what extent have the following groups and/or individuals been positively responsive to changes in needs of the student body?						
a. Faculty	[1]	[2]	[3]	[4]	[5]	1:28
b. Department heads (including division chairmen and other chairmen of departments and similar units)	[1]	[2]	[3]	[4]	[5]	1:29
c. Deans (In colleges without deans, substitute assistant superintendent)	[1]	[2]	[3]	[4]	[5]	1:30
d. President (In colleges without a president, substitute superintendent)	[1]	[2]	[3]	[4]	[5]	1:31
e. Board of Trustees	[1]	[2]	[3]	[4]	[5]	1:32
10. To what extent does this college offer a sufficient variety of courses?	[1]	[2]	[3]	[4]	[5]	1:33
11. To what extent do you clearly know what other people in this college expect of you?	[1]	[2]	[3]	[4]	[5]	1:34

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
12. To what extent are innovative instructional methods (for example, individualized instruction, field research) being used in this college?	[1]	[2]	[3]	[4]	[5]	1:35
13. To what extent does this college *lack* an "atmosphere of learning"?	[1]	[2]	[3]	[4]	[5]	1:36
14. To what extent have you *disliked* recent changes that have been made in this college?	[1]	[2]	[3]	[4]	[5]	1:37
15. To what extent are the following groups or individuals friendly and easily approached if you have a problem?						
a. The students with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:38
b. The faculty members with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:39
c. The department heads with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:40
d. The deans with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:41
e. The president	[1]	[2]	[3]	[4]	[5]	1:42
16. To what extent do you have a feeling of loyalty toward this college?	[1]	[2]	[3]	[4]	[5]	1:43
17. To what extent do you do extra work which isn't required of you?	[1]	[2]	[3]	[4]	[5]	1:44
18. To what extent do you feel the following groups or individuals have confidence and trust in you?						
a. The students with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:45
b. The faculty members with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:46
c. The department heads with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:47
d. The deans with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:48
e. The president	[1]	[2]	[3]	[4]	[5]	1:49
19. To what extent do you have confidence and trust in the following groups or individuals?						
a. The students with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:50
b. The faculty members with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:51
c. The department heads with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:52
d. The deans with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:53
e. The president	[1]	[2]	[3]	[4]	[5]	1:54
20. To what extent is "going through the proper channels" stressed in this college?	[1]	[2]	[3]	[4]	[5]	1:55

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
21. To what extent do excessive rules, administrative details, and red tape get in your way?	[1]	[2]	[3]	[4]	[5]	1:56
22. To what extent are the criteria used for evaluating your performance clearly specified?	[1]	[2]	[3]	[4]	[5]	1:57
23. To what extent do the following groups or individuals take into account your opinions and suggestions?						
a. The students with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:58
b. The faculty members with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:59
c. The department heads with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:60
d. The deans with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:61
e. The president	[1]	[2]	[3]	[4]	[5]	1:62
24. To what extent are the necessary learning resources(tape recorders, reference books, audio-visual or lab equipment, etc.) provided by this college?	[1]	[2]	[3]	[4]	[5]	1:63

	Very little influence	Little influence	Some influence	Quite a lot of influence	Very great influence	
25. How much influence do the following groups or person(s) actually have on determining the major goals of this college?						
a. Students	[1]	[2]	[3]	[4]	[5]	1:64
b. Faculty	[1]	[2]	[3]	[4]	[5]	1:65
c. Department heads	[1]	[2]	[3]	[4]	[5]	1:66
d. Deans	[1]	[2]	[3]	[4]	[5]	1:67
e. President	[1]	[2]	[3]	[4]	[5]	1:68
f. Board of Trustees	[1]	[2]	[3]	[4]	[5]	1:69
g. Community	[1]	[2]	[3]	[4]	[5]	1:70
26. How much influence *should* the following groups or person(s) actually have on determining the major goals of this college?						
a. Students	[1]	[2]	[3]	[4]	[5]	1:71
b. Faculty	[1]	[2]	[3]	[4]	[5]	1:72
c. Department heads	[1]	[2]	[3]	[4]	[5]	1:73
d. Deans	[1]	[2]	[3]	[4]	[5]	1:74
e. President	[1]	[2]	[3]	[4]	[5]	1:75
f. Board of Trustees	[1]	[2]	[3]	[4]	[5]	1:76
g. Community	[1]	[2]	[3]	[4]	[5]	1:77

	Very little influence	Little influence	Some influence	Quite a lot of influence	Very great influence	
27. How much influence do the following groups or person(s) actually have on the day-to-day administration of this college?						
a. Students	[1]	[2]	[3]	[4]	[5]	1:78
b. Faculty	[1]	[2]	[3]	[4]	[5]	1:79
c. Department heads	[1]	[2]	[3]	[4]	[5]	1:80
d. Deans	[1]	[2]	[3]	[4]	[5]	2:16
e. President	[1]	[2]	[3]	[4]	[5]	2:17
f. Board of Trustees	[1]	[2]	[3]	[4]	[5]	2:18
g. Community	[1]	[2]	[3]	[4]	[5]	2:19
28. How much influence *should* the following groups or person(s) actually have on the day-to-day administration of this college?						
a. Students	[1]	[2]	[3]	[4]	[5]	2:20
b. Faculty	[1]	[2]	[3]	[4]	[5]	2:21
c. Department heads	[1]	[2]	[3]	[4]	[5]	2:22
d. Deans	[1]	[2]	[3]	[4]	[5]	2:23
e. President	[1]	[2]	[3]	[4]	[5]	2:24
f. Board of Trustees	[1]	[2]	[3]	[4]	[5]	2:25
g. Community	[1]	[2]	[3]	[4]	[5]	2:26
29. How much influence do the following groups or person(s) actually have on course activities?						
a. Students	[1]	[2]	[3]	[4]	[5]	2:27
b. Faculty	[1]	[2]	[3]	[4]	[5]	2:28
c. Department heads	[1]	[2]	[3]	[4]	[5]	2:29
d. Deans	[1]	[2]	[3]	[4]	[5]	2:30
e. President	[1]	[2]	[3]	[4]	[5]	2:31
f. Board of Trustees	[1]	[2]	[3]	[4]	[5]	2:32
g. Community	[1]	[2]	[3]	[4]	[5]	2:33
30. How much influence *should* the following groups or person(s) actually have on course activities?						
a. Students	[1]	[2]	[3]	[4]	[5]	2:34
b. Faculty	[1]	[2]	[3]	[4]	[5]	2:35
c. Department heads	[1]	[2]	[3]	[4]	[5]	2:36
d. Deans	[1]	[2]	[3]	[4]	[5]	2:37
e. President	[1]	[2]	[3]	[4]	[5]	2:38
f. Board of Trustees	[1]	[2]	[3]	[4]	[5]	2:39
g. Community	[1]	[2]	[3]	[4]	[5]	2:40

		Excellent	Very good	Good	Fair	Poor	
31.	What kind of reputation does this college have in the community?	[1]	[2]	[3]	[4]	[5]	2:41
32.	How would you rate the quality of educational programs in this college?	[1]	[2]	[3]	[4]	[5]	2:42

		Decrease quite a bit	Decrease a little	Remain unchanged	Increase a little	Increase quite a bit	
33.	If the students were to increase substantially the amount of influence they have in this college, how would that affect the influence each of the following groups has on the college?						
	a. Faculty influence is likely to	[1]	[2]	[3]	[4]	[5]	2:43
	b. Administrator influence is likely to	[1]	[2]	[3]	[4]	[5]	2:44
	c. Board of Trustees influence is likely to	[1]	[2]	[3]	[4]	[5]	2:45

		To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
34.	To what extent is communication between or among the following groups usually open, easy and effective?						
	a. Students and faculty	[1]	[2]	[3]	[4]	[5]	2:46
	b. Among students	[1]	[2]	[3]	[4]	[5]	2:47
	c. Students and administrators	[1]	[2]	[3]	[4]	[5]	2:48
35.	To what extent does your course work offer you the opportunity to do something worthwhile?	[1]	[2]	[3]	[4]	[5]	2:49
36.	To what extent do you like going to this college?	[1]	[2]	[3]	[4]	[5]	2:50
37.	To what extent do you look forward to coming to school each day?	[1]	[2]	[3]	[4]	[5]	2:51
38.	To what extent would you recommend this college to prospective students as a good place to go to school?	[1]	[2]	[3]	[4]	[5]	2:52
39.	To what extent do disagreements between these groups lead to continuing bad feelings?						
	a. Students and faculty	[1]	[2]	[3]	[4]	[5]	2:53
	b. Among students	[1]	[2]	[3]	[4]	[5]	2:54
	c. Students and administrators	[1]	[2]	[3]	[4]	[5]	2:55

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent		
40. To what extent are there ways (or procedures) through which differences in opinion can be worked out in a constructive manner:							
a. Between students and faculty?	[1]	[2]	[3]	[4]	[5]		2:56
b. Among students?	[1]	[2]	[3]	[4]	[5]		2:57
c. Between students and administrators?	[1]	[2]	[3]	[4]	[5]		2:58
41. To what extent are you clear about *what* you want to achieve through your studies in this college?	[1]	[2]	[3]	[4]	[5]		2:59
42. To what extent are you clear about *how* to achieve your objectives in this college?	[1]	[2]	[3]	[4]	[5]		2:60
43. To what extent are you *restricted* from pursuing your studies in the way you think best?	[1]	[2]	[3]	[4]	[5]		2:61
						Blank	2:62

PLEASE RESPOND TO THE FOLLOWING QUESTIONS BY THINKING ABOUT *THIS CLASS* – THE ONE YOU ARE IN *RIGHT NOW* – AND THE INSTRUCTOR OF *THIS CLASS*.

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
44. To what extent does the instructor of this class provide you with information that lets you know how you are doing?	[1]	[2]	[3]	[4]	[5]	2:63
45. To what extent does your instructor make you feel free to take your complaints to him?	[1]	[2]	[3]	[4]	[5]	2:64
46. When you talk with your instructor, to what extent does he pay attention to what you have to say?	[1]	[2]	[3]	[4]	[5]	2:65
47. To what extent do students withhold or distort information from their instructor about how the class is going?	[1]	[2]	[3]	[4]	[5]	2:66
48. To what extent does the instructor of this class encourage people to give their best effort?	[1]	[2]	[3]	[4]	[5]	2:67
49. To what extent does the instructor of this class maintain high standards of performance?	[1]	[2]	[3]	[4]	[5]	2:68
50. To what extent do the students in this class maintain high standards of performance?	[1]	[2]	[3]	[4]	[5]	2:69
51. To what extent does your instructor in this class present the material in a well organized fashion?	[1]	[2]	[3]	[4]	[5]	2:70

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent		
52. To what extent does your instructor in this class put the material across in an interesting way?	[1]	[2]	[3]	[4]	[5]		2:71
						Blank	2:72
53. To what extent is the instructor of this class likely to take suggestions for improvement as a personal criticism?	[1]	[2]	[3]	[4]	[5]		2:73
54. To what extent do you find this instructor to be creative, interesting and stimulating?	[1]	[2]	[3]	[4]	[5]		2:74
						Blank	2:75-77

	Zero	One	Two	Three	Four or more		
55. How many classes of this course have you missed this semester?	[1]	[2]	[3]	[4]	[5]		2:78
56. How many times did you arrive late to this class this semester?	[1]	[2]	[3]	[4]	[5]		2:79
57. How many times did you miss this class this semester, not because you were ill, but because you just didn't want to go that day?	[1]	[2]	[3]	[4]	[5]		2:80

	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Fairly satisfied	Very satisfied		
58. In general, how satisfied are you with how this course is going?	[1]	[2]	[3]	[4]	[5]		3:16

NOW THAT YOU'VE TAKEN THIS COURSE:

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
59. To what extent would you recommend it to a friend interested in this area who does not have to take it?	[1]	[2]	[3]	[4]	[5]	3:17
60. To what extent can you use general ideas or skills from this course to solve new problems?	[1]	[2]	[3]	[4]	[5]	3:18
61. To what extent have you developed interest in the field?	[1]	[2]	[3]	[4]	[5]	3:19
62. To what extent has this course enabled you to appreciate things that you didn't before?	[1]	[2]	[3]	[4]	[5]	3:20

	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Fairly satisfied	Very satisfied	
63. Think about all of the courses you have ever taken at this college, *not just this class*. Considering your skills and the effort you put into your work, how satisfied are you with your grades?	[1]	[2]	[3]	[4]	[5]	3:21
					Blank	3:22-32
					Blank	3:33

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
64. To what extent is your program of studies clearly defined in a department handbook or written set of course requirements?	[1]	[2]	[3]	[4]	[5]	3:34
					Blank	3:35-37

DEMOGRAPHIC INFORMATION:

1. Sex:

   [1] Male
   [2] Female

   3:38

2. I identify myself as:

   [1] American Indian
   [2] Black
   [3] Oriental
   [4] Spanish surnamed American
   [5] White
   [6] None of the above

   3:39

3. How old were you on your last birthday?

   _____

   3:40-41

4. I am at this college:

   [1] Part-time
   [2] Full-time

   3:42

5. Urban-Rural

   What was the size of the community in which you spent the largest portion of your life up to the time you finished high school?

   [1] In a small rural community (less than 2,500)
   [2] In a community of 2,500 to less than 10,000
   [3] In a community of 10,000 to less than 25,000
   [4] In a community of 25,000 to less than 100,000
   [5] In a community of 100,000 or more

   3:43

6. Do you presently hold a job?

   [1] No
   [2] Part-time (less than 35 hrs./wk.)
   [3] Full-time (35 hrs./wk. or more)

   3:44

7. Are you:
   (Check one)

   [1] Married
   [2] Single
   [3] Divorced
   [4] Widowed

   3:45

8. How many dependents have you (others who depend on your income for financial support)? (Check the appropriate box)

   [0] [1] [2] [3] [4] [5] [6] [7 or more]

   3:46

9. I am a:

   [1] 1st year - Freshman
   [2] 2nd year - Sophomore
   [3] Non-classified Student

   3:47

Blank 3:48-52

10. On approximately how many governance or decision making committees do you serve? (This includes, for example, the student government, all-college council, curriculum committee.) (Check the appropriate box)

    [0] [1] [2] [3] [4] [5] [6] [7 or more]

    3:53

Blank 3:54-80

SURVEY
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INSTITUTE FOR
SOCIAL RESEARCH
THE UNIVERSITY
OF MICHIGAN
ANN ARBOR,
MICHIGAN 48106

COMMUNITY COLLEGE SURVEY

FACULTY FORM

THIS QUESTIONNAIRE IS PART OF A STUDY OF COMMUNITY COLLEGES IN A NUMBER OF STATES. THE STUDY IS DESIGNED TO HELP RESEARCHERS AND COLLEGE PERSONNEL LEARN MORE ABOUT HOW COMMUNITY COLLEGES OPERATE AND TO POINT THE WAY FOR THEIR IMPROVEMENT.

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	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
1. To what extent does this college have clear-cut, reasonable goals and objectives?	[1]	[2]	[3]	[4]	[5]	1:16
2. To what extent do you like the work you are doing at this college?	[1]	[2]	[3]	[4]	[5]	1:17
3. When decisions are made in this college, to what extent are the persons affected asked for their views?	[1]	[2]	[3]	[4]	[5]	1:18
4. In this college, to what extent are decisions made by those who have the most accurate information?	[1]	[2]	[3]	[4]	[5]	1:19
5. To what extent do you agree with the goals and philosophy of this college?	[1]	[2]	[3]	[4]	[5]	1:20
6. To what extent does this college have a real interest in the welfare and happiness of those who work here?	[1]	[2]	[3]	[4]	[5]	1:21
7. To what extent do you feel you can appeal a decision that adversely affects you as an individual?	[1]	[2]	[3]	[4]	[5]	1:22
8. To what extent are the following adequately provided?						
a. Library services	[1]	[2]	[3]	[4]	[5]	1:23
b. Academic counseling	[1]	[2]	[3]	[4]	[5]	1:24
c. Career placement	[1]	[2]	[3]	[4]	[5]	1:25
d. Financial aid	[1]	[2]	[3]	[4]	[5]	1:26
e. Extra-curricular activities	[1]	[2]	[3]	[4]	[5]	1:27
9. To what extent have the following groups and/or individuals been positively responsive to changes in needs of the student body?						
a. Faculty	[1]	[2]	[3]	[4]	[5]	1:28
b. Department heads (including division chairmen and other chairmen of departments and similar units)	[1]	[2]	[3]	[4]	[5]	1:29
c. Deans (In colleges without deans, substitute assistant superintendent)	[1]	[2]	[3]	[4]	[5]	1:30
d. President (In colleges without a president, substitute superintendent)	[1]	[2]	[3]	[4]	[5]	1:31
e. Board of Trustees	[1]	[2]	[3]	[4]	[5]	1:32
10. To what extent does this college offer a sufficient variety of courses?	[1]	[2]	[3]	[4]	[5]	1:33
11. To what extent do you clearly know what other people in this college expect of you?	[1]	[2]	[3]	[4]	[5]	1:34

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
12. To what extent are innovative instructional methods (for example, individualized instruction, field research) being used in this college? ...	[1]	[2]	[3]	[4]	[5]	1:35
13. To what extent does this college *lack* an "atmosphere of learning"?	[1]	[2]	[3]	[4]	[5]	1:36
14. To what extent have you *disliked* recent changes that have been made in this college?	[1]	[2]	[3]	[4]	[5]	1:37
15. To what extent are the following groups or individuals friendly and easily approached if you have a problem?						
a. The students with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:38
b. The faculty members with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:39
c. The department heads with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:40
d. The deans with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:41
e. The president	[1]	[2]	[3]	[4]	[5]	1:42
16. To what extent do you have a feeling of loyalty toward this college?	[1]	[2]	[3]	[4]	[5]	1:43
17. To what extent do you do extra work which isn't required of you?	[1]	[2]	[3]	[4]	[5]	1:44
18. To what extent do you feel the following groups or individuals have confidence and trust in you?						
a. The students with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:45
b. The faculty members with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:46
c. The department heads with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:47
d. The deans with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:48
e. The president	[1]	[2]	[3]	[4]	[5]	1:49
19. To what extent do you have confidence and trust in the following groups or individuals?						
a. The students with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:50
b. The faculty members with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:51
c. The department heads with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:52
d. The deans with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:53
e. The president	[1]	[2]	[3]	[4]	[5]	1:54
20. To what extent is "going through the proper channels" stressed in this college?	[1]	[2]	[3]	[4]	[5]	1:55

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
21. To what extent do excessive rules, administrative details, and red tape get in your way?	[1]	[2]	[3]	[4]	[5]	1:56
22. To what extent are the criteria used for evaluating your performance clearly specified?	[1]	[2]	[3]	[4]	[5]	1:57
23. To what extent do the following groups or individuals take into account your opinions and suggestions?						
a. The students with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:58
b. The faculty members with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:59
c. The department heads with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:60
d. The deans with whom you come into contact	[1]	[2]	[3]	[4]	[5]	1:61
e. The president	[1]	[2]	[3]	[4]	[5]	1:62
24. To what extent are the necessary learning resources(tape recorders, reference books, audio-visual or lab equipment, etc.) provided by this college?	[1]	[2]	[3]	[4]	[5]	1:63

	Very little influence	Little influence	Some influence	Quite a lot of influence	Very great influence	
25. How much influence do the following groups or person(s) actually have on determining the major goals of this college?						
a. Students	[1]	[2]	[3]	[4]	[5]	1:64
b. Faculty	[1]	[2]	[3]	[4]	[5]	1:65
c. Department heads	[1]	[2]	[3]	[4]	[5]	1:66
d. Deans	[1]	[2]	[3]	[4]	[5]	1:67
e. President	[1]	[2]	[3]	[4]	[5]	1:68
f. Board of Trustees	[1]	[2]	[3]	[4]	[5]	1:69
g. Community	[1]	[2]	[3]	[4]	[5]	1:70
26. How much influence *should* the following groups or person(s) actually have on determining the major goals of this college?						
a. Students	[1]	[2]	[3]	[4]	[5]	1:71
b. Faculty	[1]	[2]	[3]	[4]	[5]	1:72
c. Department heads	[1]	[2]	[3]	[4]	[5]	1:73
d. Deans	[1]	[2]	[3]	[4]	[5]	1:74
e. President	[1]	[2]	[3]	[4]	[5]	1:75
f. Board of Trustees	[1]	[2]	[3]	[4]	[5]	1:76
g. Community	[1]	[2]	[3]	[4]	[5]	1:77

	Very little influence	Little influence	Some influence	Quite a lot of influence	Very great influence	
27. How much influence do the following groups or person(s) actually have on the day-to-day administration of this college?						
a. Students	[1]	[2]	[3]	[4]	[5]	1:78
b. Faculty	[1]	[2]	[3]	[4]	[5]	1:79
c. Department heads	[1]	[2]	[3]	[4]	[5]	1:80
d. Deans	[1]	[2]	[3]	[4]	[5]	2:16
e. President	[1]	[2]	[3]	[4]	[5]	2:17
f. Board of Trustees	[1]	[2]	[3]	[4]	[5]	2:18
g. Community	[1]	[2]	[3]	[4]	[5]	2:19
28. How much influence *should* the following groups or person(s) actually have on the day-to-day administration of this college?						
a. Students	[1]	[2]	[3]	[4]	[5]	2:20
b. Faculty	[1]	[2]	[3]	[4]	[5]	2:21
c. Department heads	[1]	[2]	[3]	[4]	[5]	2:22
d. Deans	[1]	[2]	[3]	[4]	[5]	2:23
e. President	[1]	[2]	[3]	[4]	[5]	2:24
f. Board of Trustees	[1]	[2]	[3]	[4]	[5]	2:25
g. Community	[1]	[2]	[3]	[4]	[5]	2:26
29. How much influence do the following groups or person(s) actually have on course activities?						
a. Students	[1]	[2]	[3]	[4]	[5]	2:27
b. Faculty	[1]	[2]	[3]	[4]	[5]	2:28
c. Department heads	[1]	[2]	[3]	[4]	[5]	2:29
d. Deans	[1]	[2]	[3]	[4]	[5]	2:30
e. President	[1]	[2]	[3]	[4]	[5]	2:31
f. Board of Trustees	[1]	[2]	[3]	[4]	[5]	2:32
g. Community	[1]	[2]	[3]	[4]	[5]	2:33
30. How much influence *should* the following groups or person(s) actually have on course activities?						
a. Students	[1]	[2]	[3]	[4]	[5]	2:34
b. Faculty	[1]	[2]	[3]	[4]	[5]	2:35
c. Department heads	[1]	[2]	[3]	[4]	[5]	2:36
d. Deans	[1]	[2]	[3]	[4]	[5]	2:37
e. President	[1]	[2]	[3]	[4]	[5]	2:38
f. Board of Trustees	[1]	[2]	[3]	[4]	[5]	2:39
g. Community	[1]	[2]	[3]	[4]	[5]	2:40

	Excellent	Very good	Good	Fair	Poor	
31. What kind of reputation does this college have in the community?	[1]	[2]	[3]	[4]	[5]	2:41
32. How would you rate the quality of educational programs in this college?	[1]	[2]	[3]	[4]	[5]	2:42

33. If the students were to increase substantially the amount of influence they have in this college, how would that affect the influence each of the following groups has on the college?	Decrease quite a bit	Decrease a little	Remain unchanged	Increase a little	Increase quite a bit	
a. Faculty influence is likely to	[1]	[2]	[3]	[4]	[5]	2:43
b. Administrator influence is likely to	[1]	[2]	[3]	[4]	[5]	2:44
c. Board of Trustees influence is likely to	[1]	[2]	[3]	[4]	[5]	2:45

34. To what extent is communication between or among the following groups usually open, easy and effective?	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
a. Faculty and students	[1]	[2]	[3]	[4]	[5]	2:46
b. Faculty and administrators	[1]	[2]	[3]	[4]	[5]	2:47
c. Among faculty	[1]	[2]	[3]	[4]	[5]	2:48
35. To what extent does your job offer you the opportunity to do something worthwhile?	[1]	[2]	[3]	[4]	[5]	2:49
36. To what extent do you like working at this college?	[1]	[2]	[3]	[4]	[5]	2:50
37. To what extent do you look forward to coming to work each day?	[1]	[2]	[3]	[4]	[5]	2:51
38. To what extent would you recommend this college to prospective faculty members as a good place to go to work?	[1]	[2]	[3]	[4]	[5]	2:52
39. To what extent do disagreements between these groups lead to continuing bad feelings?						
a. Faculty and students	[1]	[2]	[3]	[4]	[5]	2:53
b. Faculty and administrators	[1]	[2]	[3]	[4]	[5]	2:54
c. Among Faculty	[1]	[2]	[3]	[4]	[5]	2:55

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
40. To what extent are there ways (or procedures) through which differences in opinion can be worked out in a constructive manner:						
a. Between faculty and students?	[1]	[2]	[3]	[4]	[5]	2:56
b. Between faculty and administrators?	[1]	[2]	[3]	[4]	[5]	2:57
c. Among faculty?	[1]	[2]	[3]	[4]	[5]	2:58
41. To what extent are you clear about *what* you want to achieve through your work in this college?	[1]	[2]	[3]	[4]	[5]	2:59
42. To what extent are you clear about *how* to achieve your objectives in this college?	[1]	[2]	[3]	[4]	[5]	2:60
43. To what extent are you *restricted* from doing your job in the way you think best?	[1]	[2]	[3]	[4]	[5]	2:61
44. To what extent does this college have a real interest in the welfare and happiness of those who study here?	[1]	[2]	[3]	[4]	[5]	2:62
45. To what extent does your department head provide you with information that lets you know how you are doing?	[1]	[2]	[3]	[4]	[5]	2:63
46. To what extent does your department head make you feel free to take your complaints to him?	[1]	[2]	[3]	[4]	[5]	2:64
47. When you talk with your department head, to what extent does he pay attention to what you have to say?	[1]	[2]	[3]	[4]	[5]	2:65
48. To what extent do faculty members withhold or distort information from their department head about how the department is going?	[1]	[2]	[3]	[4]	[5]	2:66
49. To what extent does your department head encourage people to give their best effort?	[1]	[2]	[3]	[4]	[5]	2:67
50. To what extent does your department head maintain high standards of performance?	[1]	[2]	[3]	[4]	[5]	2:68
51. To what extent do the faculty members of this department maintain high standards of performance?	[1]	[2]	[3]	[4]	[5]	2:69
						Blank 2:70-71
52. To what extent do other community colleges in this state seem to be ahead of this one in educational effectiveness?	[1]	[2]	[3]	[4]	[5]	2:72

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
53. To what extent is your department head likely to take suggestions for improvement as a personal criticism?	[1]	[2]	[3]	[4]	[5]	2:73

A FORM OF THIS QUESTIONNAIRE IS BEING ADMINISTERED IN A NUMBER OF RANDOMLY SELECTED CLASSROOMS. IF THIS QUESTIONNAIRE IS NOT NOW BEING ADMINISTERED TO STUDENTS IN ONE OF YOUR CLASSES, PLEASE GO ON TO QUESTION NO. 62. IF THE QUESTIONNAIRE IS NOW BEING ADMINISTERED IN ONE OF YOUR CLASSES, PLEASE RESPOND TO THE FOLLOWING QUESTIONS IN TERMS OF THIS CLASS AND THE STUDENTS IN THIS CLASS.

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
54. To what extent do you find these students to be creative, interesting and stimulating?	[1]	[2]	[3]	[4]	[5]	2:74
55. To what extent do these students pay attention to what you have to say?	[1]	[2]	[3]	[4]	[5]	2:75
56. To what extent do the students in this class maintain high standards of performance?	[1]	[2]	[3]	[4]	[5]	2:76
57. To what extent are these students likely to take suggestions for improvement as a personal criticism?	[1]	[2]	[3]	[4]	[5]	2:77

	Zero	One	Two	Three	Four or more	
58. How many classes of this course have you missed this semester?	[1]	[2]	[3]	[4]	[5]	2:78
59. How many times did you arrive late to this class this semester?	[1]	[2]	[3]	[4]	[5]	2:79
60. How many times did you miss this class this semester, not because you were ill, but because you just didn't want to go that day?	[1]	[2]	[3]	[4]	[5]	2:80

		Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Fairly satisfied	Very satisfied		
61.	In general, how satisfied are you with how this course is going?	[1]	[2]	[3]	[4]	[5]		3:16
							Blank	3:17-20
62.	Considering your skills and the effort you put into the work, how satisfied are you with your pay?	[1]	[2]	[3]	[4]	[5]		3:21

		To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent		
63.	To what extent are the decisions made in this college good decisions?	[1]	[2]	[3]	[4]	[5]		3:22
64.	To what extent do you find decision making in this college too slow?	[1]	[2]	[3]	[4]	[5]		3:23
65.	To what extent are too many people involved in decision making?	[1]	[2]	[3]	[4]	[5]		3:24
66.	To what extent do decisions get hung up in committees?	[1]	[2]	[3]	[4]	[5]		3:25
67.	To what extent are you asked to contribute to decisions for which you have insufficient knowledge?	[1]	[2]	[3]	[4]	[5]		3:26
68.	To what extent are you asked to contribute to decisions that you are not interested in?	[1]	[2]	[3]	[4]	[5]		3:27
69.	To what extent are you asked to make decisions that others are paid to make?	[1]	[2]	[3]	[4]	[5]		3:28

IN GROUP OR COMMITTEE MEETINGS IN THIS COLLEGE WHERE DECISIONS ARE MADE OR PROBLEMS ARE SOLVED:

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
70. To what extent do member provide support and encouragement to each other?	[1]	[2]	[3]	[4]	[5]	3:29
71. To what extent do members build on each other's ideas?	[1]	[2]	[3]	[4]	[5]	3:30
72. To what extent does the chairperson, rather than the group as a whole, really determine the outcome?	[1]	[2]	[3]	[4]	[5]	3:31
73. To what extent are the decisions restricted to unimportant ones?	[1]	[2]	[3]	[4]	[5]	3:32
74. To what extent are the decisions subsequently ignored?	[1]	[2]	[3]	[4]	[5]	3:33

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
75. To what extent are your teaching responsibilities clearly defined by means of a contract or a similar written document?	[1]	[2]	[3]	[4]	[5]	3:34
76. If there is a union (or collective bargaining association) in this college, to what extent does the union provide the faculty with influence over:						
a. Long range college goals?	[1]	[2]	[3]	[4]	[5]	3:35
b. Day-to-day administration?	[1]	[2]	[3]	[4]	[5]	3:36
c. Classroom activities?	[1]	[2]	[3]	[4]	[5]	3:37

DEMOGRAPHIC INFORMATION:

1. Sex:

   [1] Male
   [2] Female

   3:38

2. I identify myself as:

   [1] American Indian
   [2] Black
   [3] Oriental
   [4] Spanish surnamed American
   [5] White
   [6] None of the above

   3:39

3. How old were you on your last birthday?

   _____

   3:40-41

4. Are you at this college:

   [1] Part-time
   [2] Fulltime

   3:42

5. Urban-Rural

   What was the size of the community in which you spent the largest portion of your life up to the time you finished high school?

   [1] In a small rural community (less than 2,500)
   [2] In a community of 2,500 to less than 10,000
   [3] In a community of 10,000 to less than 25,000
   [4] In a community of 25,000 to less than 100,000
   [5] In a community of 100,000 or more

   3:43

Blank 3:44

6. Are you:

   [1] Married
   [2] Single
   [3] Divorced
   [4] Widowed

   3:45

7. How many dependents have you (others who depend on your income for financial support)? (Check the appropriate box)

   [0] [1] [2] [3] [4] [5] [6] [7 or more]

   3:46

8. How many years have you worked at this college?

   [1] Zero to one
   [2] One to two
   [3] Three to four
   [4] Five to six
   [5] Seven or more

   3:47

9. In what year did you obtain your highest degree?

   19 _____

   3:48-49

10. Highest degree earned?

    [1] High school diploma
    [2] Associate of Arts
    [3] Bachelors
    [4] Masters
    [5] Professional, other than Masters (e.g., M.D., LLB.)
    [6] Ph.D., Ed.D., or equivalent

    3:50

11. In what year did you take your most recent course pertinent to your work?

    19 _____

    3:51-52

12. On approximately how many governance or decision making committees do you serve? (This includes, for example, the student government, all-college council, curriculum committee.) (Check the appropriate box)

    [0] [1] [2] [3] [4] [5] [6] [7 or more]

    3:53

Blank 3:54-80